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ABSTRACT

This document describes the training of in-company trainers of young people in the United Kingdom (UK). Part 1 describes the context, including the focus and method of the UK study, the current situation for in-company training for young people, and the national context for training the trainers. Part 2 focuses on the following: characteristics, roles, and functions of in-company trainers of young people, views on attributes of trainers, training and development of in-company trainers of young people, provision of accredited training centers for in-company trainers, and the community dimension. Part 3 provides findings, conclusions, recommendations, and a summary of the project. A 24-item bibliography is included. Nine appendices provide a listing of companies and accredited training centers that cooperated in the research; interview schedules for training managers, trainers, trainees, and trade union representatives; the organization of training in selected companies; a summary of training for young people and for trainers in the companies; and the Code of Practice for Approved Training Organizations. (CML)

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CEDEFOP Document

The in-company trainer of young people in the United Kingdom

European Centre for the Development of Vocational Training

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The in-company trainer of young people in the United Kingdom

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C E D E F O P I N T R O D U C T I O N

This report on the training of the in-company trainer of young people is one of a series of national reports on this subject, commissioned by CEDEFOP and financed jointly by CEDEFOP and a national authority. Reports were completed during 1988 on the Federal Republic of Germany, Greece, France, Ireland, Italy and the United Kingdom. They are now being published in the original language and English and French. Further studies have been launched in relation to Luxembourg and the Netherlands, while a synthesis report is also being prepared.

CEDEFOP's work on the training of trainers before these series of studies were launched was of a fairly general nature. A series of national reports on the professional situation and training of trainers in the Member States Communities was published in 1983 and 1984. We have also prepared a paper on the subject at the invitation of the Commission for the Advisory Committee on Vocational Training. In December 1987 a seminar was held to see how national public training authorities organised the training and updating of trainers whom they themselves employed in their own training centres.

The generally accepted view that alternance systems of education and training, such as apprenticeship, the German dual system, contrats formation-emploi etc., should and can play a major role in the improvement of training provision in the future, has often failed to take account of the key questions of whether there are enough trainers with appropriate training and experience within companies to ensure the quality of company-based training in such systems. Hence when a proposal for a study on this subject was made by the (then) Manpower Services Commission in the United Kingdom, CEDEFOP responded positively. CEDEFOP was particularly interested because the original proposal emphasised the value of ensuring a strong Community dimension, with the possibility of cooperation between the research teams involved. As can be seen from the report, each of the national research teams was able to visit two other countries and follow a programme there organised by the research team in that country. There were also three meetings at Community level, the last of which discussed the draft reports. The final reports were prepared on the basis of comments made by colleagues at this meeting. It will nevertheless be noted that the reports are essentially national reports, i.e. written by a research team on or about the systems and problems of their country. The Community dimension although acknowledged by all those concerned to have been of value, does not come through in the reports as clearly as had initially been hoped. To some extent this is not surprising, the arrangements for training of trainers reflect not only the general approach to education and training in the country concerned, but also its economic structure and state of development.

It will be seen that in effect, of the six countries concerned in the initial study only in the Federal Republic of Germany is there any legislative provision which regulates the situation. In Germany one can only be a trainer within the dual system, even on a part time basis, if one has fulfilled certain conditions. In other Member States, there is no legislative conditions, although in the United Kingdom, for example, there is a provision for controlling the quality of training provided, including the quality of the trainers, before organisations receive approved training status in the Youth Training Scheme.

The reports also show the great difficulty in arriving at satisfactory and comprehensible definitions. Even within the defined area of study, it was found that there are very many different groups of trainers, depending upon issues such as the size of the companies concerned, the organisation of the companies' training arrangements etc.

The difficulties encountered underline the obstacles to any overall Community action in this field. However all the participants in the exercise were as convinced at the end as at the beginning, of the need for much greater attention to be paid by companies and public authorities to improving the quality of the trainers of young people, and CEDEFOP will continue its work in this field.

Enrique Retuerto de la Torre
Deputy Director

Berlin, March 1989

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PART ONE

CONTEXT

I. THE UK STUDY: FOCUS AND METHOD

The aim of this report is to provide insights into the characteristics and functions of incompany trainers of young people in the United Kingdom, and provision made for their training and development.

'Alternance' training has, since 1980, become a permanent feature of the vocational education and training arrangements for young people in the U.K. In this type of training, the trainer or supervisor working with the trainee in the workplace has a crucial part to play - not least in maintaining the balance between the practical and theoretical, on- and off-the-job learning. It is surprising, therefore, that, while much research has been undertaken into formalised off-the-job training, relatively little has looked at company-based training and the skills and qualities a work-based trainer/supervisor needs to possess.

The 1983 CEDEFOP sponsored study of 'The Vocational Trainer of Young People in the United Kingdom'[1] noted that the size of the population of in-company trainers of young people in the private sector was difficult to quantify, but could amount to hundreds of thousands depending on how the role was defined. So variable were the roles and functions of trainers that it was not possible within the constraints of that original study to profile them. Recent developments emphasising the importance of structured work-based learning and assessment, including the Youth Training Scheme and new national systems of Vocational Qualifications, have highlighted the need to fill this information gap.

The project brief has been to examine trainers engaged in in-company training programmes for young people of at least one year in duration, preferably leading to qualification and/or employment. This has led the UK team to focus its study on:

a) the 2-year Youth Training Scheme
b) forms of long duration systematic initial training undertaken outside YTS, through company funded

apprenticeships, traineeships and equivalent schemes. Trainers are identified as all those with a training role, part time or full time, in relation to young trainees - whether or not they are formally designated as trainers by their company. Workers and managers responsible for the day to day support and guidance of young trainees in the on-job element of their training are therefore included[2].

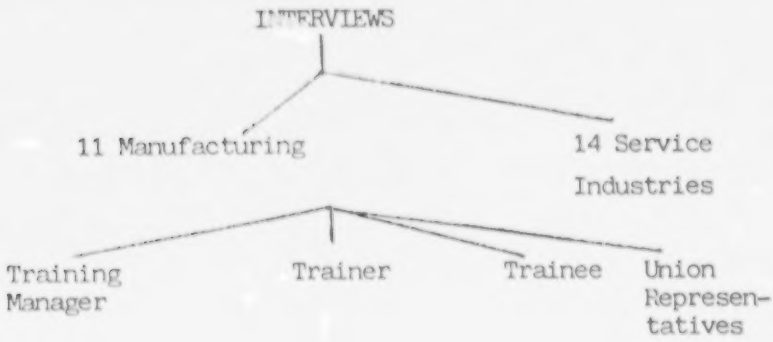
In common with other countries, the UK study has placed its emphasis on trainers involved in the relevant types of training schemes in **private sector enterprises of medium size**, reflecting the view that information on trainers is most lacking in this economic sector.

Method

The research was based on data collected from five sources:

1. Literature search and review of information and course materials supplied by government bodies, sector training bodies, Accredited Training Centres, Trade Unions, industrial and professional training associations provided a backcloth of information on policy and trends.
2. Visits to a sample of 25 selected companies, regionally spread and employing between 100 and 900 employees, provided more detailed qualitative data on roles and functions of in-company trainers and allowed the team to explore these within the company context. In each company a substantial structured interview was held with the Manager of Training, supplemented by shorter interviews, also structured, with trainers, trainees and (where they existed and were accessible) Trades Union representatives. These interviews were designed to provide perspectives on the same set of training issues from different parties to the training process. (Interview schedules appear in Appendices 2-5). The results of the interviews were collated onto summary sheets using categorisations taken from the CEDEFOP brief. Analysis involved pooling and comparing of responses both horizontally, within groups of respondents, and vertically, between groups.

Fig. 1: Company-based Interviews



3. Nine interviews were conducted with Staff Training Co-ordinators from regional Accredited Training Centres, organisations which have specific `training of trainers' role for Youth Training Schemes. These interviews were conducted in the training centre itself in eight cases and by telephone in the ninth, and were selected to reflect the regional distribution of the 25 companies. The style of interview in these cases was less structured, and was designed to elicit information on the extent of workplace trainer training and patters in the takeup of trainer training opportunities in YTS from the perspective of the `official' providers.

4. The results of a separate national questionnaire survey of Training Managers and Trainers in Youth Training Schemes (N = 1827) were fed into the findings.[3]

5. Exchange visits to Greece and France enabled the team to experience trainer training developments in other national contexts and have informed our interpretations and recommendations. A number of visits to companies and training providers were undertaken in each country, with opportunities to interview key staff.

Findings from all sources of data were considered together as the basis for group discussion at a team seminar, where conclusions and recommendations were drafted.

II IN-COMPANY TRAINING FOR YOUNG PEOPLE

The White Paper 'Education and Training for Young People'[4] drew attention to the fact that British employers have to recruit from a population which, at age 18 and over, continues to include a higher proportion of people, relative to international competitors, with no formal qualifications or with 'limited vocational or academic attainments'. For the many young people in Britain who continue to leave school or college at the age of 16 or 17 the Youth Training Scheme (YTS) has been introduced with the stated intention of providing new training opportunities for many who would otherwise have received no vocational training, and to offer an alternative route to qualifications.

The YTS, originally launched by Manpower Services Commission in 1983 as a one year scheme designed to provide a 'permanent bridge between school and work' was extended in 1986 to provide a guaranteed two years of training for 16 year olds. The stated objective of the new scheme is to provide:

> 'a foundation of broad based vocational education and planned work experience which will give every young person taking part the opportunity to obtain a vocational qualification relating to competence in the workplace or to obtain credit towards such a qualification'.[5]

Programmes offered under YTS are organised by Managing Agents which may or may not provide part of the training themselves, but which have the responsibility for trainees' progress throughout the programme. The basic criteria under which all schemes operate are:

1. that the training programme should incorporate opportunities for trainees to develop the four YTS outcomes: competence in a job and/or a range of occupational skills; competence in a range of transferable core skills; ability to transfer skills and knowledge to new situations; personal effectiveness.

2. that at least twenty weeks must be spent in 'off-the-job' training (normally thirteen weeks in the first year and seven in the second).

Learning in the workplace through 'on-the-job' experience is a central feature of the scheme. The credibility of the scheme largely depends on the quality of the work-based learning that it is seen to deliver. In practice the quality of schemes has been judged to be highly variable. Improving the quality of this aspect of the scheme has been and continues to be a necessity for the Manpower Services Commission. The White Paper 'Working Together - Education and Training' (1986)[6] sets out the most recent steps taken to secure improved quality of training in 2-year YTS including the introduction of Approved Training Organization status for organizations wishing to provide YTS training. 'Competence of Staff' is one of the 10 main criteria to be applied to Managing Agents seeking this status. In awarding the status of Approved Training Organization to YTS providers, the MSC stated that the organization must be able to demonstrate clear policies and practices covering the selection, briefing, support and development of adult staff, and outlined key competences required by off-job instructors, work experience supervisors, assessors, co-ordinators and those involved in guidance and review[7] (see Appendix I).

Despite the scope and scale of YTS, incompany training for young people is not exclusively carried out under YTS. Numerous schemes of initial training for young people fall outside YTS for various reasons. In some cases employers simply prefer to offer company-funded training even where their schemes would be broadly compatible with YTS. This applies particularly where well developed schemes of apprenticeship existed before YTS.

However, it is not unusual for a company which runs training outside YTS also to run YTS schemes for non employed trainees alongside their employee programmes so that apprenticeship, YTS and job specific training frequently

takes place in the same centre or workshop. This mixed economy means that training resources are used to the full, despite the diminishing number of apprenticeships.

Quality and standards for training schemes operating outside YTS are frequently regulated by Industrial Training Boards, though these only exist in some sectors. No specific MSC subsidized provision for training of trainers in company funded programmes is currently available.

III Training for In-company Trainers: National Context

The policy developments in vocational training since 1980 have increased substantially the numbers of adults involved in the training of young people, and created a dynamic and uncertain environment for companies providing the training. Some specific problems and issues have become apparent, as recent studies and reviews have shown. The persistence of 'narrow' perceptions of training, focused heavily on the development of specific occupational skills while neglecting broader competences such as team working and communication; lack of structure and progression in some work-based programmes; little awareness of the need for 'training competences' among supervisors who may see training as a minor adjunct to their role rather than integral to it; and resistance to policy-led innovations among first level trainers[8] have all emerged as problems to be addressed. Training and development of incompany vocational trainers can face serious logistical difficulties because of the number of trainers, their dispersal, difficulties in getting release for training, staff mobility and 'trainers attitudes' where responsibilities for training young people are seen as temporary. Logistical problems are likely to be compounded in small to medium sized enterprises, where the cost of training is proportionately higher than it is in larger companies.

A host of recent reports[9] have drawn attention to the continuing reluctance of British industry to invest significantly in training and have highlighted the urgent need to improve the performance and status of incompany

trainers at all levels. Training of trainers (within and outside YTS) may be undertaken through in house arrangements; use of external consultants; specific industry training centres; bodies such as British Institute of Management (BIM); British Association for Commercial and Industrial Education; colleges and Further and Higher Education Institutions. MSC, pointing to the inadequacy of the present 'piecemeal' approach to the training and development of trainers has proposed an agreed national strategy in which independent agencies can contribute to a 'coherent and comprehensive' approach[10]. The outcomes of this have yet to be seen.

Recognition of the pressing need for training of YTS trainers led to the establishment of Accredited Training Centres in 1983; These centres, 53 in number, are funded by the Manpower Services Commission to service the trainer training needs of YTS schemes in their geographical areas, through provision of certificated courses (such as the 90 hour City and Guilds Youth Trainer Award), short courses and consultancy. Take up of these services by companies is voluntary, in recognition of the fact that many will want to use their own arrangements.

Trainers of 19-25 year olds

In practice, state funded trainer training has related almost exclusively to trainers of 16-18s. This was the remit of Accredited Centres, and any involvement with training of trainers for over 18s would not receive MSC subsidy. 19-25 year olds may have been involved on other schemes (community programmes; young workers schemes; Job Training Scheme), and some other state-sponsored training may have incidentally involved training of trainers who would be dealing with 19-25 year old trainees. However, very little training has taken place in this area. The training of trainers for 19-25s is not seen as a separate area, so the development of training for trainers of adults under the new national Adult Training Strategy will have an influence on this group.

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PART TWO

THE RESEARCH

PART TWO: THE RESEARCH

IV INCOMPANY TRAINERS OF YOUNG PEOPLE

The analysis of trainer characteristics and roles which follows is based on studies of the 25 selected companies. The companies were drawn from contrasting industrial sectors (engineering, printing, hotel and catering, distribution and retail). The size of the companies ranged from 100 to 800 employees, and their locations were distributed nationally between Wales, Scotland and the regions of England.

Although all companies in the sample were of medium size (ranging between 100 and 900 employees) it is worth making distinctions however between:

- `medium-sized' branches owned by or part of a larger group (10 companies)
- head office plus local outlets employing 2 or 3+ staff each (5 companies)
- single organisations on one main site location (10 companies)

In practice, little difference was found between the `unit of a large group' and the `single main site' companies. In a few cases where a company-specific training programme was imposed by the larger group it was regulated by the Training Board.

Types of training for young people

YTS was in operation in 18 of the 25 companies. In 5 cases the company was a Managing Agent. Of the 7 which did not have YTS trainees, 4 had operated YTS in the past. In all but one of the YTS schemes, YTS was combined with other forms of initial training for young people with YTS often being used to replace the first two years of skill training/apprenticeship. In some cases YTS was simply a funding mechanism for enabling a few additional trainees to join an existing company-funded traineeship/apprenticeship scheme.

In 4 cases, YTS was seen as training for **employed** trainees. In most others it was seen as a `probationary period' after which the trainee might be employed. Company funded

training programmes for young people other than YTS included:

- traineeships and apprenticeships for company-employed staff (recruited on an age basis) following industry recognised programmes with in- and out-of-company components.
- company junior management traineeships, with in and out of company components, sometimes based on industry-recognised programmes.
- company traineeships with some off-job training but chiefly on-job training rotating between different departments.
- long placements for external training programmes, e.g. degree courses.

The actual number of trainees (in YTS and other forms of incompany training) ranged from 2 to 45.

Industrial, Economic and Geographical Context

Companies were selected from contrasting industrial sectors and geographical regions to allow effects of context on the roles, functions and development of trainers to be identified. The sample included companies in areas which have a relatively depressed economic profile, as well as in areas of relative economic growth. This geographical picture was also compounded by some industry-specific decline and growth.

In companies located in areas which have a relatively depressed economic profile, (and particularly those companies also suffering industry-specific decline) a number of features were in evidence. One effect of decline is to increase staff stability, reduce staff turnover and reduce recruitment and training for young people. In-company training - for trainers, managers, `adult' staff - often takes into account the likelihood of long-term employment with the same company, and a person's `training and career profile' will be built up slowly over time. Cuts in the number of young people taken on seem to have reduced the number of full-time training posts and, inevitably, the

overall number of people involved in training.

There was some evidence in two of the companies on Merseyside that trainees were now being taken on in small numbers again after substantial gaps in youth training programmes lasting several years. It was felt this may be an 'area' factor.

Even in 'economic growth' areas and industries, a similar picture of lack of training, particularly for young people, emerged. Economic pressures, the need to be competitive, and the demise of the Industrial Training Boards were all given as reasons to explain past losses of training and training positions within companies in growth areas. A picture emerged of a period in which companies have been taking a very short-term view of investment in training and in young people.
In contrast to areas of economic and industry decline, there was evidence of a high turnover of staff, and subsequent concern over 'wasted' investment in training which was then going to another company. There was also evidence of skill shortages, mainly in the engineering - electronics sector. This had the effect both of encouraging companies to look at training young people to fill quality training courses leading to recognised qualifications and a guarantee of a permanent job.

It was found that in these areas with lower unemployment rates, companies were unable to fill all their YTS agreed places, and those young people who came on YTS left as soon as they could obtain a permanent job elsewhere, leading to a high turnover on YTS. In these areas, it appeared that YTS was often seen by young people as an alternative to unemployment, rather than as a training scheme. Day release college courses were regarded very differently, and even in those YTS schemes which had, for example, City and Guilds Day Release built into them, the young people were anxious to point out they were "not really on YTS".

In terms of training posts and training of trainers, there

was evidence of a recent increased interest in the whole area of training, in economic growth areas. Training Departments were being 'revived' and full-time training posts filled after having been left vacant. There was also evidence of an increase in the profile of training generally and a shift in the role of training which now appears to be more closely in line with specific new management strategies developing in the growth areas of the economy.

IN COMPANY TRAINERS OF YOUNG PEOPLE: CHARACTERISTICS, ROLES AND FUNCTIONS

The main trainer functions identified in the 25 sample companies were:

- direct training (on- and off-job)
- managing, planning, co-ordinating trainees' programmes
- liaising with outside training organisations

Differences emerged between companies in the way in which these responsibilities were allocated to individuals and the relative emphasis which they received. In some companies, those managing and planning the programme would also be direct trainers. In others there was a sharp distinction between managers of training and direct trainers, with most on-the-job training done by skilled workers.

Liaison with outside organisations was also a function more apparent in some companies than others, with some trainers appearing to spend a substantial proportion of their time talking to external agency representatives about trainee programmes and progress. In some highly formalised training with substantial off-the-job block or day release components, and structured on-the-job tasks, liaison of this type was seen as one of the main training management functions. (In one case, a trainer had full time responsibility for liaison and co-ordination with the Training Board programme). Where this aspect was less formalised - as it was in all the service sector industries - training in-company was more needs-led, more responsive and individualised, and liaison with placement or other training organisations more low key.

`Full' and `Part-time' Training Staff

14 out of 25 sample companies employed at least one member of staff with an exclusively training role. These have been classified here as `full-time' trainers.

Companies with `full time' training staff:

Of the 25 full time trainers:

14 combined `off-job' direct training in company with co-

ordination of training

1 had full time 'on-job' training responsibilities

10 had mainly co-ordination and managing responsibilities

Companies without full time training staff:

In the 11 companies without full time training staff:

2 had no clear training co-ordination, despite reasonable funding levels for external courses. Responsibility for training was spread across several managers, with nominal overall responsibility resting with a Director.

In 9 companies, responsibility for training lay with a named individual who combined it with other (in many cases personnel) responsibilities. In three of these the same 'part time' person provided both in-company direct training for managers and co-ordinated training programmes for young people.

Structures and Roles

The charts in Appendix 6 outline the organisation of training in a selection of companies, chosen to illustrate variations in roles and responsibilities of trainers.

The variation in the dispersion of training responsibilities is worthy of attention. More formal programmes seemed to involve more people in more complicated management chains (up to 5 'training management' layers). Where there was a more 'ad hoc' training programme, it seemed to involve fewer people, but not necessarily lower profile training.

Two extreme types can be identified:

- the 'structured' model, with several individuals taking an overview, and training itself being handed down to supervisory instructors with little or no responsibility for training content.
- the 'ad hoc' model, with departmental or other on-the-job managers deciding and negotiating training content with the individual.

In practice, most companies incorporated features of both types, with 'overview' responsibilities shared between a company manager and an on-the-job departmental manager.

However, individual variations are great, and the two 'extreme' types are based on two companies in the sample.

Characteristics and Training Responsibilities of Trainers

Postal survey data has shown that trainers involved in various types of Youth Training Scheme tend, in age terms, to be normally distributed about the 36-45 age band and that the majority (53%) had received advanced job training (see Tables 1 and 2).

The characteristics of trainers in the 25 sample companies reflected these patterns quite closely. However, the visit/interview method adopted in the 25 companies has enabled these and other characteristics to be explored much more fully in relation to variations in role and function.

Although individual job titles and designations varied from company to company, three different types of in-company trainer were identified, and the way in which responsibilities were allocated or shared between them seemed to be characteristic of the 'medium' size of company which was involved in the research. These types are here labelled 'Manager of Training', 'Supervisory Trainer' and 'Worker Trainer', though frequently these do not reflect actual job titles, especially in the latter two cases.

'Managers of Training'

Managers of Training cover a range of tasks and activities including:

- taking an **overview** of company or programme training
- co-ordinating training
- off-job direct training

The Manager may or may not have exclusively training responsibilities.

Background, Career Evolution and Development:

Managers of Training in the sample companies varied in age from 20s and 60s. Younger full time staff usually had personnel/management backgrounds, while older staff tended to have a 'skills' background.

There seemed to be a tendency for a youngish group of professional trainers and training managers to be emerging whose own background is in training rather than in the industry. This group was nonetheless industry-based , and there was little evidence of its moving across or between industries.

Older training managers tended to have been moved into training roles from other professional roles within the industry, often maintaining a connection with their 'old' professional skills. Few of these training managers had any qualifications in training, though some had a 'personnel' qualification and/or an industry-specific qualification.

Both younger and older training managers were involved in training of supervisory trainers - in management and training skills.

Variations in Role by Sector:

Training Managers' approaches related closely to their own roles within the different companies. Two basic approaches emerged, however, as broadly characteristic of the service and manufacturing industries.

Service Sector Training Managers:

- plan, co-ordinate, organise course, seminars
- spend much of their time actually leading group sessions
- analyse company needs on a day-to-day basis
- negotiate individual training programmes
- edit training films and videos for company use (several comments indicated that this was increasingly seen as an effective training style in-company).

In training terms, these Training Managers see their 'client group' as the Supervisory Trainers, who are usually their trainees. On-job training for young people will normally be undertaken by Supervisory Trainers. Off-job training for young people would often be undertaken by another trainer, in or out of company.

'Manufacturing Sector Training Managers:

- co-ordinate training programmes
- liaise with training organisation and industry bodies
- match company and industry requirements with individual needs
- monitor individuals' career and training needs to ensure systematic training appropriately undertaken

In training terms, these Training Managers see the main 'client group' as the young trainees rather than their trainers/managers, frequently spending much time operating, modifying and managing formalised industry programmes of youth training. 'Training of trainers' in these industries is more likely to be undertaken in a formal course. The trainer is being trained in specific sets of skills which will enable the transmission of knowledge and expertise to the young group of workers whose 'trainee' status is clear

and understood.

The distinction between the industrial sectors is not clear cut and to make close associations with particular industries would be unwise. Some suggested reasons for apparent variations however, may relate to the training content of the young people's programmes: long-term traineeships requiring much more careful co-ordination and planning are the norm in manufacturing areas and the exception in some areas of retail and catering, though more common in hotels. In areas where youth employment is relatively unskilled, the focus of training tends to be their managers and supervisors rather than the young people themselves.

Company Training Managers may have programme managers (sometimes designated Training Officers) working to them, with responsibilities which might include:

- on- and off-job direct training
- 'managing' external agencies, for example MSC, ITBs, college-providers

Managers of training at this level tend not to be directly involved in the development of overall company training policy, and may have exclusive responsibility for young trainees.

'Supervisory Trainers'

Supervisory trainers' main tasks and activities include:

- taking an overview of departmental training within the company training plan
- co-ordinating departmental training
- managing individual trainees' programmes
- designing individual programmes if required
- delegating 'project' or 'task' training to 'worker trainers'
- undertaking direct training if required

Supervisory trainers always have 'part time' training responsibilities, combining training with departmental management.

Background, Age and Aspirations:

This supervisory/manager group of trainers in all cases had an industry-specific background, had moved 'up' within their professional skills to take on responsibility for staff and ultimately for training staff. In practice, they were found to be of all ages - from those recently promoted to those who had a long personal history in line management. (Some were certainly very young - early 20s - but age and length of experience depended very much on company/local/industry factors).

Younger trainers (20s/30s) often appeared to be in a transitional career phase combining skill-specific and managerial responsibilities, with their training role as a key element of this 'transitional identity'. It reflected a basic recognition of their expertise, and an indicator of increasing seniority.

This group expressed a wide range of aspirations in terms of career evolution - some indicating clear intentions to develop into 'consultant specialist' roles, some clearly hoping to acquire wider company management responsibilities, most seeing their training role as continuing in whichever capacity. Few had any qualifications in training, but they had often acquired qualifications in various aspects of management, including part time degrees, diplomas or industry certificates. Sometimes these included a module or section of training skills.

Older 'Supervisors' sometimes had overview responsibilities for training in large departments but little contact with trainees directly, so saw the within-department management of the training programme as an administrative and co-ordinating function rather than a training one. (This group was present particularly in companies with structured training management hierarchies). Most expressed the wish for career development in professional areas, other than training, where they already had established expertise and experience.

By and large, both `age' groups of in-company supervisory trainers had career aspirations within the company or industry, and did not see their role developing into a full time training one (though in practice these are the groups from which Training Managers may be recruited, especially in companies with less formalised training structures).

It seemed as if their role in training young people was an important element in their career evolution, but for many a temporary one, marking the move from skilled worker to manager or `consultant'. The acquisition of training responsibilities was a step up to a more senior role and part of a development phase leading to the more senior company positions.

`Worker Trainers'

Worker Trainers do not have formal responsibilities for training, and will often not have any training responsibilities written into their job description. In practice, however, they may have a heavy training load whenever trainees are allocated to them within their area or department. Their responsibilities include:

- explaining and demonstrating work-based skills
- informally judging the effectiveness of learning and competence

`Worker trainers' normally had a background in the industry and saw their career evolution as within their company or industry. Increasing seniority might bring with it junior management or departmental supervisory responsibilities.

TABLE 1

Age Distribution of Trainers in Youth Training Schemes (1988)

Age Band	N=1827 trainers (in 135 YTS Schemes)	
up to 25 years	7.4%	(136)
26-35 years	28.4%	(519)
36-45 years	33.4%	(610)
46-54 years	19.3%	(353)
over 55 years	11.4%	(209)

TABLE 2

Qualification Levels of Trainers in Youth Training Schemes (1988)

1988	N=1791 trainers (in 135 YTS schemes)	
Graduates	13%	(238)
Advanced Job Training	53%	(946)
General Job Training	34%	(607)

V VIEWS ON ATTRIBUTES OF TRAINERS

Training Managers and other trainers in the sample companies were asked to rank order, for importance, five attributes which a trainer of young people might be expected to have. The five attributes were: practical experience in the area in which the training is being carried out; technical expertise and qualifications; ability to relate to young people; experience as a trainer/teacher; knowledge of the company and world of work generally.

Overall, clear priority was given by both training managers and other trainers to:

- ability to relate to young people
- practical experience in area in which (s)he is training

In the service sector companies, higher priority was given to 'ability to relate to young people' (especially by training managers). In the manufacturing sectors higher priority was given to 'practical experience' (especially by training managers).

While little priority was given to 'experience as a trainer' overall, trainers gave greater weight to this than training managers (especially in manufacturing). Service sectors tended to rate 'knowledge of company/world of work' more highly while manufacturing sectors gave slightly more weight to 'technical expertise/qualifications'.

These views reflected the criteria which seemed to be used in the selection and recruitment of supervisory trainers and their subsequent training and development, in that expertise in training skills and methods was not found to be a priority. (See Section VI). However, while the ability to relate to young people was highly rated as an attribute there was evidence that, in practice, this was not a prime consideration in selecting either supervisory or worker trainers. Supervisory trainers were selected primarily for their management potential rather than their interpersonal skills with young adults, and worker trainers for their expertise in specific job tasks.

TABLE 3

Views on Priority Attributes of Trainers

	Training Managers Item Score	Trainers Item Score
Practical Experience in occupational area	102	100
Expertise/qualifications	63	62
Ability to relate to young people	106	101
Experience as teacher/ trainer	59	70
Knowledge of Company World of Work	64	64

TOTAL INTERVIEWS CONDUCTED : 50
(TM) : 25
(TS) : 25

Maximum possible score 125
Minimum possible score 25
High score indicates high priority

The range of responses to open questions about the qualities and competences needed by trainers can be categorised into six types as given below:

'Instructional Skills'

- ability to communicate about specialist knowledge and generally
- 'ability to explain how problems occur and what to do about it'
- 'to be there when things go wrong'
- ability to simplify complex tasks
- ability to 'make it interesting'
- ensuring trainee participation

'Problem Solving' Skills

- ability to see, analyse and solve problems effectively

'Managerial' Skills

- planning and thinking ahead
- organisational skills and programme design

'Professional' Skills

- technical and professional expertise (some respondents elaborating here in some detail)

Responsiveness and Awareness

- being aware of strengths and weaknesses
- knowing how to pitch explanations
- understanding the educational system
- openness to questions
- taking a genuine interest in the trainee
- listening
- awareness of trainees' needs
- anticipation of and receptiveness to trainee needs - ability to adapt

Personal qualities

- trust, understanding, and the ability to establish personal relationships
- motivation, taking pleasure in the job
- tolerance, sense of humour, firmness, common sense, confidence, leadership, dedication

Views of trainees

Trainees frequently identified the stages of their learning process as

All mentioned this as their preferred method of learning, with demonstration followed by the trainee `having a go', but able to ask questions if need be. Trainees and trainers both referred to the trainer's role `as answering questions to help things on their way' and as a `standby' if things went wrong.

This was preferred even when the task was complex, and errors likely.

Trainees liked trainers who:

- could be asked questions freely
- genuinely wanted to help them learn
- explained things logically and in as much detail as the task demanded
- were competent and confident in the task themselves
- gave them responsibility
- gave them opportunities to do things `for real'
- listened to them

Again, it is interesting to contrast the desired attributed with actual practice and priorities in the selection and development of those in training roles, as outlined in the next section.

VI TRAINING AND DEVELOPMENT OF IN-COMPANY TRAINERS OF YOUNG PEOPLE

In this section, consideration is given to the training which the various groups of trainers are likely to receive in their company roles.

All types of training which have relevance to the management, implementation and assessment of training have been taken into account, as it cannot be assumed that 'training for training' takes place exclusively in courses designed to do that and only that.

Some 'training the trainer' courses, for example are in practice focused on the 'paper management' of training programmes, rather than on instructional or communication skills, while many 'motivational' or 'leadership' activities and courses include some training in instructional strategies.

The trend in our sample seemed to be towards the latter. Training for training was almost excusively found to be designed for managers, and increasingly took place **within** management training.

Incompany Training and New Management Strategies

A number of companies involved in the research were undertaking developments in their personnel and management strategies. They clearly saw training as playing an important role within these developments. Evidence of these changes was to be observed in all sectors covered by the research, and particularly where the Training Manager was trained in Personnel and Management theory.

The main developments in management strategies brought out through the research were:-

1. Increasingly important role for first-line supervision: The stated aim in a number of companies was for most incompany training to be organised at the level of first-line supervision. Supervisory trainers are being seen as responsible for identifying training needs,

setting up training arrangements on-the-job, and evaluating effectiveness of training through monitoring standards of work.

2. Increase in 'Team' or 'Group' working with supervisor as 'Group Leader':

There were examples of a number of companies, where within departments or sections, workers were further divided into smaller working groups with an appointed 'Group Leader' (either an existing supervisor or a possible future supervisor). In these cases, 'training' was further devolved to the 'Group Leader', who again had responsibility for identifying training needs, carrying out or organising the training needed, and monitoring standards of work following this training.

3. Appointment of Incompany Trainers within new management strategies:

A number of companies involved in these changes in management practice were embarking upon major developments in the numbers of workers with training responsibilities. This move to an increased number of 'incompany trainers' clearly reflected the growing importance placed on the role of first-line supervision and the growing importance of 'team-working' and 'group leaders'.

Criteria for appointing 'incompany trainers' in these companies was in the main found to be informal, and based very much on leadership abilities, commitment to the company, and abilities to do the job, rather than on qualifications, years of service or specific training skills. It was clear that selection of trainers was related to managerial potential and commitment. As one Training Manager in Retail and Distribution put it:

> "We generally train everyone interested to carry out training -
> building up the managers of the future".

4. Role of Incompany 'Trainers' in New Management Strategies

The role of incompany trainer, in terms of the new management strategies, is closely associated with:-

- **Motivation** of the workforce either as a small team, or department (e.g. introduction of inter-departmental training competitions)
- **Constant Assessment** of the workforce to establish the effectiveness of training provided, and leading to recommendations regarding, for example:
  - : merit-related pay increases
  - : 'corrective' training
  - : discipline where training has proved ineffective

5. Training for Trainers as part of new management strategies

There was evidence that those companies committed to these changes in management strategies also tended to place a higher premium on training for 'incompany trainers'. Some companies were undertaking major training operations with the aim both of increasing the numbers of workers regarded as 'trained trainers' and of raising the profile of training and, consequently, standards of work within the company.

It was clear that the programmes and content of such training concentrated to a far greater extent on the 'motivation' and 'assessment' aspects of training as part of new management strategies, than on the 'teaching methods and skills' aspect of training for trainers.

Trainers themselves reflected this emphasis when asked about which courses they would choose to go on. The majority of 'trainers' appointed in companies practising new management strategies highlighted managerial and personnel courses above all. For example, one trainer in hotel and catering described an ITB instructional skills course she had attended as:

"Interesting, but not relevant to my job as a trainer. It wasn't realistic, and was too in-depth for the kind of training I do".

In comparison, she described an incompany Communications course as having been:

"Very useful. The aim of the course was to drive a positive attitude into you, so you can give motivation to others".

General Training Strategies for Supervisory Trainers

Examples of a wide range of training strategies were found in the sample companies. Internal and external providers were used and modes of training included day release, evening courses, inhouse programmes and open learning. There were also examples of self initiated Higher Education and company sponsored Higher Education. Limited use of Accredited Training Centres was found in the sample, only one company being a heavy user. Several companies were unaware of this provision.

Most courses took place in working time, but some were clearly joint personal/professional activities to which the individual gave his or her own time. Many of these were 'management' courses of one type or another, some including a 'training' component, and individuals usually spoke of these with satisfaction, relating the course to their work and their own development at once.

Some external and day-release courses were accredited through the industry, college or organisation. More usually an attendance certificate was issued, or nothing at all. No clear answer was ever received to the question of whether training was voluntary - in practice, the consensus seemed to be that it would be unusual for a person to refuse an invitation to undertake training, and that both the decision to train and the type of training to be undertaken were the subject of an understanding - the basis of which was mutual benefit.

There seemed to be interesting sectoral differences in the types of strategies adopted, in particular, between the two service and the two manufacturing industries:

- characteristically, the service industries used internal courses, including group or whole company sessions, services, in-company films or videos.
- characteristically, the manufacturing industries used external courses, in colleges, training groups and local associations, chambers of commerce etc.

In both sectors, however, there seemed to be a trend for training to be increasingly internal. In at least two instances, (one retail, one engineering), this was regretted but seen as the inevitable result of financial and economic pressure. The retail manager felt that external training was intrinsically more valuable in bringing fresh perspectives and introducing new ideas, which he felt was one of the main purposes of training. In one engineering company there was considerable concern that local industry group training was being discontinued, partly because of lack of demand. The training the company required was too technical and specific to be done in-house but too expensive to tailor-make outside. This reflected its position as one of the sole survivors of a once-thriving local engineering industry.

It appeared in most companies that more training was being undertaken in-house in an attempt to justify cost, though many Training Managers were adamant that external training should be retained even at high cost.

Training in Training Skills and Methods

In approximately half of the companies, some training of trainers had taken place, and in four a trained trainer of trainers was working in company in an active role. In only a minority of cases (7), however, did there seem to be a 'policy' on the training of trainers, and in four of these the policy was either several years old or apparently more of a paper commitment than an actual one. The four active

policy-driven programmes were the three where there was a trained trainer in-house, and in the fourth case, a person was set to undergo training to become a trained trainer.

Given the relative scarcity of systematic programmes or active policies, more detailed consideration may be given to those companies which did appear to have them:

Example

One Hotel and Catering company had a full-time active trainer who had attended Training Board courses and organised a full and continuous training programme for departmental management, on which he was frequently a direct trainer.

All managers were trained in training following the Hotel and Catering Training Board programme, and some managers were trained to design and lead training sessions for other managers.

The impetus for this programme, which incorporated frequent in-house courses and seminars, came partly from the hotel national management and partly from the Training Board.

Example

A Printing and Publishing company had a part-time active trainer, acting as Departmental Manager with a full-time trainer working alongside her. Interestingly, policy and practice were not company-wide, but departmentally-based. The department itself was a relatively new one, which had a large group of young, all-female staff needing training in selling skills. Having recruited 'raw' staff the Departmental Manager trained them herself then appointed a full-time trainer, whom she also trained herself. All youth training was self-devised, consisting of a lengthy off-job induction period and then a systematic on-job training period of up to six months, after which it was maintained but at a less intensive level. Training schedules were devised which enabled each trainee to spend some time each week one-to-one with the trainer, for monitoring and discussion sessions. The Training Manager had been trained

by the publishing group, and was 'training up' her full-time trainer through industry-sponsored courses as well as in-house training.

Despite the apparent impetus to continue training at this level, and an intention to take on a second full-time trainer (in a department of 14), the programme currently seemed to be meeting the specific need of setting up a department with new staff, and it was unclear where the programme would lead when initial training became less intensive.

Example

In another company, the training programmes for young people were joint Union/Industry programmes, in which the plant union officer was the link between the national and company scheme. This officer and two other in-company on-job supervisory trainers had been sent on an external course with the intention of developing a group of 'consultant trainers' in house. The training course was fairly recent - within the last two or three years -and little youth training had taken place since, though older workers had been retrained in large numbers to undertake new tasks. The Training Manager (Personnel Manager) acknowledged the level of responsibility which 'senior' department workers and supervisors took for on-job training and would have liked to send all of the longer-serving skilled trainers on a similar course if budget allowed, as the 'consultant trainers' found themselves increasingly overloaded with training responsibilities.

In each of these three companies, the Training Manager and the trained trainer interviewed appeared to have an active commitment to the training of trainers, as well as an overall commitment to training in general.

In other companies, individuals sometimes appeared to have personal commitments which were not reflected at company level or alternatively had received training but had not felt they had benefited.

Examples of each were:

- a company which did little training but had recruited a supervisor at departmental level who had undertaken rigorous training in his previous job, and now felt his training skills were underused.
- an individual who had attended an external two week course organised by the Training Board on taking up a full-time training role, but who had felt the course to be confusing and of indirect but not immediate benefit.

'Successful Practice'

In each of the cases where training of trainers was an active commitment, the circumstances, training approach and industrial context were very different, and on the basis of these examples few generalisations are possible. One feature of each of the succesful schemes, however, seemed to relate to the source of support/commitment for such training. This could be generated by:

- the industry itself, through a training board, a union, an industrial group
- the company
- the individual

Any or each of these could put pressure on 'the system' to initiate or provide 'training for trainers'. In each case, however, it seemed as though some active support or commitment needed to be generated by two of the three. Company commitment was a key factor in all cases, and it should be noted that in many cases individual commitment seemed to have been generated by personal contact with existing programmes (sometimes in another job, sometimes through own-company activity). Even where the industry put active pressure on companies to train, a 'passive' approach by the organisation could reduce the effectiveness of set programmes, and individuals without company support seemed unable to utilise industry-level support systems.

In each case, it also appeared as if some combination of internal and external input was necessary. Even in the 'in-

house' style of the hotel, the trainer himself had links with the Training Board and had himself received training from them. In other cases, a `provider', whether industry-specific (in which case chosen by the `company') or privately-based (in which case, in the sample, chosen by the individual) seemed to be seen as necessary. (It should be noted, however, that this is specifically so for this size of company - larger companies in particular seem likely to have exclusively internal programmes; in some cases these end up as indirect training providers to smaller companies when `trained up' staff move on).

Both support and co-ordination require some company-level input in most cases, and this especially applies to any combined programme of internal/external training.

In most companies, the key role in this respect seemed to be the Training Manager, and two interesting examples of companies without `Training Manager support networks' illustrate an apparent need for someone to take this type of overview.

- in one case, where a Training Manager had recently been made redundant, an increasing load of responsibility for a highly individualised complex trainership was falling to the supervisory manager.

  This manager had not received any training for training, but specified that he needed it to supplement an `own initiative' management course which had covered training very briefly. (Electronics).

- in one case, departmental/supervisory managers appeared to carry all the load for training, and the departmental manager had sent himself on an external course including training by agreement with the company Directors. (Retail).

Trade Union Involvement

Of 25 companies, union representatives were interviewed in 5, though unions appeared to be operating in three others. (In these three cases, some impressions were gained about the unions role in training from other interviewees and in each case it appeared that there was little, if any, union involvement in training). Unions were in existence in all print-based companies, some engineering companies and in one retail company and one hotel.

In only two cases did the union appear to have an active role in either training in general or in training for trainers. In both cases this was partly 'coincidental' in that the union representative had a professional role which also involved training.

In the five companies with active unions where representatives were interviewed, two operated youth training according to the British Printing Industries Federation/National Graphical Association agreed programme, requiring union monitoring and countersighing; in one case this involvement seemed to be a formality, but in the other involvement was genuine at planning implementation and monitoring stages with the union representative one of three trained trainers having an active 'training consultancy' role in house.

In two other companies Association of Engineering Unions involvement included union representation on training boards or committees. In one case the union representative was also the Assistant Training Officer. Here as elsewhere, one of the major issues related to trainee rates of pay. Unions by and large most influenced training in stipulating the 'terms and conditions' of trainee employment: where influence was greatest, trainees were full company employees and paid full industrially agreed rates. In other cases, rates of pay were negotiated in excess of YTS rates. In one of these cases, there was also a 'trainee' union representative, elected in the same way as the company union representative.

In the fifth case, union involvement seemed to be increasingly marginal. Though the union had previously been involved in the company training, redundancies had reduced the level of involvement and new equipment altered trainee union eligibility.

Only two union representatives mentioned any specific 'training grievances', both relating to trainee feelings of either inadequate or delayed training. In the latter case, training was only one aspect of wider company discontent relating to 'job satisfaction': trainees and trainers were sometimes unable to get on with their programme because equipment needed for training was not in use.

Company plans for future development

Training Managers with company-wide responsibilities frequently saw training as developing along established lines, though many mentioned that it was important to be responsive to change. In manufacturing companies, this was often related to specific changes in manufacturing technology. One or two companies saw themselves as more 'actively' responsive to new ideas in training ('always on the lookout for new ideas'). One specifically said that they were seking to make training more systematic. Other developments mentioned were:

- more effective identification of training needs
- more training for trainers
- the appointment of a new full-time trainer
- more internal training
- more tailor-made external training
- the setting up of resource banks
- editing and 'tailor-making' videos
- use of open learning systems

The Financing of Training

Training for trainers was funded from various sources:

- the company itself
- industrial bodies
- Manpower Services Commission through the Accredited Training Centre network

Finance was often seen as a generally limiting factor when provision had to be 'bought' out of direct company funds. Indirect costs to the company of releasing staff for training (even when training itself was 'free') were also taken into account by most Managers of Training.

VII ACCREDITED TRAINING CENTRES - PROVISION FOR INCOMPANY TRAINERS

While many external organisations are used by companies wishing to train their trainers (both within and outside YTS). Accredited Training Centres (ATCs) are in the unique position of having a remit from the Manpower Services Commission to provide subsidised training to Managing Agents in their catchment area. The basis of funding 'by results' (i.e. take up of training opportunities) necessitates high levels of liaison with schemes and companies. From the 1986/87 review of the operation of ATC's, the Manpower Services Commission concluded that the majority of YTS schemes used the provision, 40% using no other provider. Staff Training Co-ordinators (STCs) themselves usually have substantial previous experience in training of young people. For these reasons and the potential interest of the ATC model to other countries interviews with a selection of Staff Training Co-ordinators were built into the research design.

A sample of approximately 1 in 6 of 53 Accredited Training Centres was selected, spread by geographical area and type. Interviews were successfully completed with nine Staff Training Co-ordinators (STCs).

The interviews indicated, that most Accredited Training Centre contacts are with what could be termed 'YTS' trainers in companies - trainers whose jobs have historically been connected to YTS schemes and many of whom have been 'trained up' as trainers through YTS. This group of full time trainers is most likely to receive ATC training and to follow certificated courses such as the 90 hour City and Guilds Youth Trainers Award. Their training role is to some extent defined by their MSC context - they see themselves as responding to interpreting and implementing MSC developments, and they are familiar with particular types of training approach, emphasising core competences, transferability and work-based assessment). They are also likely to be highly aware of their own training needs and related issues.

The following specific issues were highlighted in interview:

Effect of local profile of organizations on training provision offered by Accredited Training Centres:
The profile of organizations in a given geographical area had an important influence on the pattern of training offered by Accredited Training Centres. Large companies across the industrial spectrum from engineering to retail distribution often sought to get all their supervisors trained. Some medium-sized companies, with a training tradition, followed a similar policy. Such organizations often had overall control of their schemes - they were themselves Managing Agents. In such cases, the employers sometimes utilized the 'free' training for departmental or section heads with only indirect or occasional contact with trainees. The other group of organizations which had taken the opportunity to train their workplace trainers were training workshops and similar non-employer led schemes. However, the vast majority of trainees and trainers were neither from single-employer nor 'special' schemes. They were involved in 'umbrella' managing agency schemes (i.e. Managing Agents distributing trainees between large numbers of placement providers, often in excess of 100).

The Staff Training Co-ordinators interviewed considered that they had only reached a very few such workplace trainers/supervisor involved in such schemes. It should be pointed out, however, that the training of full-time trainers has been the priority for ATCs, and it is only in the last 12 months that **some** centres have sought to reach other in-company trainers in a systematic way. Such efforts have seldom been successful: where they have been the training has either been of very limited duration (sometimes just an hour or two) or has reached only very limited numbers.

Effect of remits, staffing policy and budget constraints on provision offered by Accredited Training Centres:

The initial remit of all Accredited Training Centres was to provide training of trainers in YTS. Some ATCs have been held to this by their host institutions, whereas others have been encouraged to extend their work to include more general work in trainer development. In terms of client organizations, the staff of the 'broader remit' ATCs are seen as offering a more comprehensive range of services and their 'markets' are also much larger. ATCs which carry out a range of training activities are much more likely to have a cadre of professional trainers for whom work with ATCs accounts for a substantial proportion of their time.

The pattern of funding, and budget constraints, has meant that some ATCs have had to prioritize certain target groups and activities and offer very little in other areas to avoid over-spending their budget. In such circumstances priority has usually been given to training the full-time trainers rather those in-company part-time trainers.

Type of provision offered to scheme staff: shift towards consultancy

Much training of trainers provided by ATCs takes the form of certificated courses for YTS scheme staff.

In addition to course provision ATC staff are increasingly visiting schemes and offering consultancy support. This may take the form of training in needs analysis and management development as well as support in particular elements of training (guidance, assessment etc.). The most important role played by ATC staff in such 'coaching' sessions is to support placement monitors in the development of their own trainer development skills.

This more open training makes ATCs more responsive to schemes' particular requirements and training needs. Thus ATC staff could work with one scheme on, for example, task analysis, rather than waiting until there was sufficient general interest before running a course. A consultancy

relationship should also mean that if scheme staff are trained in staff development, they should be able to undertake their own training needs analysis. ATCs should in theory then be able to help Managing Agents 'evolve' into schemes with a commitment to training **throughout** the organization. While this type of consultancy/client approach has been shown to offer real and mutual benefits, involving systematic and structured progression, it has tended in practice to focus on a limited range of companies and schemes.

Difficulties reaching 'supervisory' and 'worker' trainers

Some ATCs as a matter of policy did not try to reach this group, but concentrated most of their efforts on full-time YTS scheme staff. Of the others who did try to reach this group directly, most were strikingly unsuccessful and even those who regarded themselves as successful never reached more than a small minority of the target group (probably less than 10%, although the number of supervisors involved with YTS trainees may exceed 1000 in a given area). Staff and placement changes demonstrate this is a vast and **continuing** undertaking. In order to try to overcome such problems, some ATCs have run short sessions at the end of the working day with limited success, while others have used distance learning materials. National material was felt often to require some local adaptation, but even with some mediation, support and encouragement was necessary.

Workplace trainers appear to have been reluctant to undergo training in large part because they believe they have mastered the most important aspects of training, and are already competent to help trainees learn to carry out tasks. It is, however, in areas like assessment and counselling that such part-time trainers are at their weakest, in the judgement of ATC personnel.

Accredited Training Centre work with 'supervisory' and 'worker' trainers

Where ATCs do work directly with this group, sessions are seldom more than a few hours on basic training skills. The

exceptions are as follows:

i. particularly interested/committed individuals may take a workplace trainers award (a part-time programme: extending perhaps over a year). This is highly exceptional.

ii. some companies or schemes may ask for particular themes to be developed with their supervisor (e.g. task analysis; assessment of competences). Again this is a rare occurrence.

iii. a few large companies, as a matter of policy, may send all their part-time trainers on a 'training the trainers' course, typically lasting 10 days.

The actual training needs of this group are not always clear. One ATC trainer felt that the concepts of, for example, task analysis were hard for many trainers to understand. Another however, commented that actually communicating the job-specific skills was less problematic for these trainers than giving guidance or counselling to 16 year olds. The area of assessment was universally felt to be difficult, however.

Future developments in the training of trainers of young people

Demographic change means there are declining numbers of young people. This means that schemes will be able to put more pressure on placements to take their training responsibilities seriously. Also as the number of non-scheme employment opportunities for young people rises (relative to the numbers on YTS), it was felt that within YTS greater attention will have to be paid to the increasing number of youngsters with "special needs"and their trainers.

Employers are now becoming used to having trainees: there is a recognition that YTS schemes are permanent. Schemes and placements will increasingly receive 'coaching' support, more closely tailored to their particular requirements. The effect of the reviews of schemes listed with Approved Training Organization status is increasingly felt and acts

as a spur to training development, as does the introduction of the new national vocational qualifications (with 'rules' about assessment of competence at the workplace) and the related trainer/assessor awards.

Summary

If success in 'training the trainers of young people' through ATCs was to be measured in terms of direct training for incompany trainers, the current efforts would be regarded as poor. Only a small minority of such trainers in YTS in the representative set of areas visited, have had even 6 hours training in their training role, with 10% of Schemes providing perhaps 60% of attenders on Accredited Centre Courses.

However, from a wider perspective, there are a number of encouraging and important signs, which have a significant part to play in the development of recommendations regarding training for incompany trainers of young people.

- The developing role for Accredited Centres as consultancy brokers as well as course providers as well as course brokers means that they have been able to offer much greater support to Schemes, from training needs analysis and management development through to developing Scheme staffs' trainer development skills.

- Coupled with this is the national recognition of the need to 'cascade down' through Accredited Centre and Scheme staffs, in order to develop incompany trainer-assessor skills.

- Perceptions have also changed, whereby the position of Accredited Centres and the need for more formal training support are increasingly being recognised as permanent rather than transitory features within the national training system.

- The increasing professionalisation in the approach of both Accredited Centre and Scheme staffs is indicative of a developing infrastructure of training support capable of meeting the wider nees of all types of incompany trainer.

There appears much scope for the development of the work of the Accredited Centres in meeting the varied and extensive training requirements of trainers of young people.

VIII THE COMMUNITY DIMENSION : INTERNATIONAL ACTIVITIES AND OBSERVATIONS BASED ON EXCHANGE VISITS

The synthesis report of the 1984 CEDEFOP study on the 'Professional situation and training of trainers in the Member States of the European Communities' concluded that most in company trainers worked on a part-time or occasional basis, had obvious needs for training in pedagogical skills and that flexible continuing training models were required if these needs were to be met in reality. The community dimension of the 1988 study has enabled the current positions of incompany trainers in different national contexts to be reviewed and compared in greater detail. Often international dimensions are identified through synthesis of free standing national reports at the end of the period of study. In the 1988 study, a different approach was adopted, in which processes leading to international comparison and synthesis were built into the research programme at the outset. As part of this methodology the UK team participated in a programme of bilateral visits with the French and Greek teams. In the early stages of the study representatives of both Greek and French teams spent one week in the UK, participating with the UK team in discussions, and visits to companies and training centres. Return visits were made by the UK team to Greece and France respectively.

As a result of the initial visit hosted by the UK team, arrangements were made to exchange:

- background information relating to the national contexts of trainer training
- materials already used or currently available for trainer training.
- definitions of different types of trainers as relevant to national contexts.
- interview schedules.

Subsequently, written information was exchanged and liaison took place over the finalisation of the interview schedules and data-gathering procedures.

Although research approaches contrasted, agreement was reached on 'key' questions which should be asked. It was felt that this was a flexible way of ensuring compatibility without constraining the individual research approaches adopted - an essential part of collaboration, given that the differing national contexts resulted in inevitable variations in research style.

Return visits by members of the UK team to Greece and France in the ensuing months resulted in greater understanding of incompany training programmes and trainer training issues in these countries, and continuation of exchanges on:

- the respective 'systems' and practical concerns
- progress and initial research results
- content and format of the national reports

This section briefly reviews some of the insights gained by the UK team through this programme of international visits.

Insights gained from contacts with French team and visit to France

Areas of common interest between the UK and French teams were identified. These included:

1. The need to establish the overall status of training within the company.
2. The need to identify at what levels training for young people is being provided and who is involved, in order to evaluate the most effective types of training for trainers of young people
3. The importance of the identification of 'variables' and their effects on training provision, e.g.
   * industry
   * occupation within the industry
   * level of innovation
   * stability/mobility of the workforce and training personnel
   * local economic background: unemployment levels etc.
   * nature of company - public/privately-owned

4. The attitudes towards training for trainers/workplace supervisors
5. The importance of establishing the extent to which training and support were being provided informally (and therefore, possibly, less visibly).
6. The relationship of training to managerial/disciplinary structures

The thinking outlined to us on the new qualifications in France differed substantially from that underpinning the new system of Vocational Qualifications in Britain in that a prime aim of the Operations Nouvelles Qualifications appears to be the development of relevant qualification for young people considered to be disadvantaged. Important similarities were, however, apparent. Recognition of competences in new and developing areas was central, as was the principle that workplace learning, if effectively structured and managed, would be highly motivating to young people and that workplace supervisors play an important role in this. Visits to selected companies illustrated these ideas in practice, and provided examples of ways in which workplace supervisors developed their role informally through experience. Feedback and support were obtained through periodic `review meetings'. There were meetings in which trainee, training manager and workplace supervisors worked through aspects of the trainees individual `training plan'.

Discussions with Trades Union representatives also highlighted common ground with the UK. Key issues were:

* The increasing number of programmes including work experience
* Problems with programmes being used as a form of job substitution
* The increasing involvement of workers in a supervisory/training role towards young people
* The numbers of young people involved in training programmes, schemes and contracts.

Training for workplace supervisors was seen as an important area for recognition. One reservation about the development of a formalised training/accreditation system was that it could act to exclude those people who are now most effectively doing the job, as they would not necessarily have the academic background that such a system might require.

The three types of trainer identified in the UK appeared to have direct parallels in the French system. Overall the visits and discussions gave an opportunity to analyse different training roles and were particularly helpful in establishing parallels between the UK and France in the role of the Worker Trainer. The visit also illustrated how trainer training was provided - the highly centralized and formal french education and training framework exists alongside a range of informal `actions' such as meetings, briefings, conferences etc. which provide training for trainers. It was also apparent that developments in open learning for trainers were more advanced in the UK than in France and this was seen by French counterparts as a potentially important area of development. The training issues common to the French and UK teams (already highlighted) have influenced and been incorporated into our Conclusions and Recommendations.

Insights gained from contacts with Greek team and visit to Greece

The visit to Greece highlighted a different set of issues. Most of the practical training for young people appeared to be undertaken in training centres and apprenticeship schools and not in the workplace, although the development of schemes based on `alternance' was clearly being addressed. National service also delayed the entry of many young men to work to the early twenties and several companies visited seldom had trainees under 25 years of age. Incompany trainers we met were principally involved in training adults in the workforce, although some provided `top up' training for new entrants from apprenticeship schools. This type of top up training was intended to bring the new entrants up to

company standards and to introduce them to the company's ways of working. Of particular interest to the UK team was the system for training and recognising trainers. Many trainers undertake a two week programme in pedagogical skills and in many areas this is mandatory for those wishing to practice as trainers. The main criticism we heard of this programme (from company personnel) was that it was too brief and more training was needed in training methodology. This is of interest when one compares the lower level of `training in training' and awareness of needs in this area found in the British companies. Discussions with full time trainers showed that these recognised pedagogical skills training as essential to their role - it was what the job was about - and that release for trainers to undertake materials development and updating in training skills and new ideas was in some cases substantial. (It should be noted here that there were trainers from larger enterprises than those defined as medium sized in the UK study).

At the levels of the incompany supervisor and departmental manager, the need to develop training in training skills and methodology was considered to be inadequately catered for - in common with the UK. Criteria for appointing trainers seemed to be comparable with UK - the system was to select on the basis that solid industrial experience was the first priority. Previous training experience was seen as being of lower priority. **Trainability** in communication skills and the ability to simplify for those who have had little formal training were seen as important by those we met.

In the IVEPE training centres, supported by contributions from a range of companies (and often using trainers seconded from companies), it was required that trainers should receive training pedagogical skills.

Overall, the system by which training of trainers in pedagogical skills is compulsory for an Incompany programme seeking funding from OAED and the Social Fund appeared to be linked with a greater awareness of the importance of these skills among those we spoke to - and this also has

influenced our conclusions and recommendations.

International Seminar, Berlin, May 1988

The International seminar, involving representatives of trainers and the social partners as well as the six national teams, considered draft findings from all teams. The seminar was valuable in focusing common issues and providing some new slants on provisional conclusions and recommendations.

Some common points emerged, as seen from the UK standpoint, the following appeared significant:

- that in-company trainers' roles need to be analysed in the light of the company organisational culture
- that training tasks needed to be analysed within this role context
- that on-the-job training is a specific feature of in-company training for young people and that trainers' on-the-job training roles will be particularly affected by non-training organisational goals
- that succesful integration of on- and on-the-job training components is an essential part of the in-company trainers' role.

Some of these issues have been addressed in drawing up specific UK conclusions and recommendations.

PART THREE

CONCLUSIONS AND RECOMMENDATIONS

IX FINDINGS AND CONCLUSIONS

Trainers' Roles, Tasks and Responsibilities

1. managers of training have overall responsibility for training either at company or single programme level. They may have a full or part time involvement in training.

2. supervisory trainers are often departmental or other managers, and have responsibility for programme design and implementation within their sphere of work, usually for on-job training. They are always part time trainers.

3. 'worker' trainers are skilled personnel who transmit knowledge and expertise through task-based on-job work experience. They are always part time trainers.

A number of conclusions emerged relating to the likely characteristics and functions of each of these groups:

- most managers of training had a background in the industry in which they were currently working. Some - especially the younger ones - however, were 'professional trainers' with a background in training and related qualifications; but even here there was little evidence of transfer between industries.

- there were some apparent differences between the roles of company-level managers of training in different sectors of industry. The balance between managing external and conducting internal training varied in particular.

- there was some evidence that Companies employing recognised training officers who had responsibility for managing a particular training programme, were most likely to be involved with agreements with an outside agency or agencies, such as City and Guilds, the Manpower Services Commission, Industrial Training Board, RSA.

- supervisory trainers were not in most cases selected using

criteria which focussed directly on training skills, rather on professional experience and staff management potential. Despite this, training was often a major and time-consuming feature of their job.

- younger supervisory trainers often appeared to be in a transitional career phase combining skill-specific and managerial responsibilities with their training role as a key element of this transitional identity.

- older supervisory trainers, especially in companies with more formal training, sometimes appeared to have overview training responsibilities, with an administrative and coordinating role but little direct contact with trainees.

- 'worker' trainers had no responsibilities for training design, but could have responsibility for transmitting and even formally assessing skills, and could sometimes be spending more time with the young person than any of the other trainers.

The Role of the Company

- some companies had a more formal approach to training than others, with a tendency towards 'training management hierarchies' involving more staff (both full and part time) in a formal training role. In some companies, training appeared to be managed through informal networks, often involving individual initiatives.

- genuine commitment on the part of the company was found to be an important factor in ensuring that individual motivation and opportunities were maximised, whatever the approach. 'Company commitment' might involve the actual provision of direct training, the coordination of information and links with external trainers, or both. An individual with designated responsibility for company-wide training, often the overall training manager, might be primarily a trainer or a coordinator.

- Only in a minority of cases in the sample was there a systematic in-company policy on 'training for training'. Many of these were in the hotel and catering industry, where the national industry-level policy featured as company policy.

- training roles were often seen as accompanying increased levels of responsibility for more skilled or senior staff, with individual motivation for training high for this reason.

- it would appear that in some companies, training is being used alongside a range of new management strategies such as the development of 'team-building', 'quality circles',and 'group leaders'. In some cases training was being seen as part of the development of an overall managerial approach, rather than as a provision involving teaching methods and instructional skills.

- Some companies see Industrial Training Boards (ITBS) as playing as important tole in training. In industries where ITBs

used to have an involvement in training, some companies saw their abolition as significantly reducing training opportunities.

Training for Trainers

Training activities, courses and programmes undertaken within the sample companies were varied including:

- formal training courses, either within company, out-of-company or within a consultancy group, sometimes accredited.
- company supported self-directed development, eg through open learning resource centres
- informal or self-initiated development or programmes eg events, meetings, own reading, experimentation, own-initiative external courses.

It should, however, be stated that there were significant numbers of people involved in the training of young people who have received no training in their role, particularly 'worker trainers.'

- formal training courses or programmes which helped to prepare trainers for training were sometimes directly and exclusively focussed on the training process. In other cases, 'training' may have been a primary or secondary aim of technical or management courses, where the overall aim shaped the 'training' component. Courses seemed to fall into three categories: industry-skill specific; 'person-management' focussed; and 'training process'.

- informal development activities, some of which included focussed 'training for training', were often referred to as suiting the company context. They were seen as enabling self-direction, and presenting fewer problems of time and timing.

- the style of training for work-based trainers often reflects the style of training for young people. Specific 'training for training' programmes, for example, are a feature of certain types of structured training programmes for young people, reflecting in an instrumental way the aims of the youth training. Examples of 'training process' programmes of this type include YTS-focussed ATC courses and some industry-sponsored programmes.

Views on Training

- The qualities which were seen as most necessary by all types of trainers and by trainees themselves usually referred either to the 'ability to communicate' or to 'relate to young people'. Professional competence was usually assumed to be an important feature of the on-job trainer's background.

- Training itself was often seen as a motivational process, where the trainee needed to be actively involved through the palatable presentation of necessary information.

- Trainees confirmed that they liked their supervisors and trainers to give them the right level of information for their stage of learning and to take a real interest in them.

- Some difficulties identified in the on-job training situation were:

  production pressures may impose their own priorities (resulting in interruptions to training, undue focussing on particular tasks or creating complications which may confuse the learner);

  time is often lacking to take an overview;

  few opportunities may present themselves to discuss off-job or out-of-company training.

- Some of the advantages of on-job training identified were:

  trainees liked 'doing things for real'; gained an increased sense of responsibility

  trainers often felt that in training other people they had gained in terms of their own development

The Role of Trade Unions

- The research identified that where there is established trade union organisation, the unions are integrated into the training system. This was particularly the case within the printing industry. This involvement from unions provided an extra

incentive for the continuing monitoring of the progress of trainees and the provision of training generally. In the development of recommendations from the research, this positive role has therefore been seen as important.

- In companies where the union presence was less established, for example in hotel and catering, however, the research revealed a reluctance to involve the union in training.

- However, it should be stated that the majority of companies covered by the research were non-union.

X RECOMMENDATIONS

1. The Role of Training

1.1 The role of 'training for training' requires greater national co-ordination and recognition, with appropriate links between providing and accrediting bodies.

1.2 As the specific role of training for the incompany trainers of young people has national significance as investment in the future labour force, the particular requirements of this training need to be given greater attention by national and sector training bodies.

2. The Provision of Training

2.1 The importance of company commitment to training, and the current competing pressures on companies emphasise the necessity for external incentives, guidance, advice and resourcing.

2.2 The Accredited Training Centre network has an important role to play in the provision of training for trainers of young people. Accredited centres should be adequately resourced to meet the wide-ranging needs of the different types of trainer identified by the research.

2.3 The significance of the 'worker trainer' in providing on-the-job training for young people needs greater recognition in the development of training provision. Practical and relevant means of providing training for these trainers need to be drawn up.

2.4 The roles to be played by all social partners within industry in the development of the provision of training need to be recognised . In particular a positive role can be played by trade unions officials and representatives in contributing to the continuing monitoring of training provided.

2.5 Courses, programmes and trainer development events should have relevant accreditation, where appropriate.

3. **Curriculum Development**

3.1 The importance of `instructional'/`teaching methods' content within courses aimed at training incompany trainers of young people needs greater emphasis, both within current provision, and in developing provision, to ensure that course content is not dominated by `communication and motivation' skills and `supervisory and managerial' training.

3.2 The specific nature of on-job training needs to be taken into account in devising programmes for work-based trainers, emphasising the central role of motivation and the importance of linking on-job activities to the training programme as a whole.

3.3 The trainer's responsibility for liaising with outside organisations and other out-of-company trainers needs to be acknowledged, and included as an element ofthe training curriculum.

3.4 Courses, programmes and development activities for in-company trainers should reflect the need for flexibility, possibly through combining internal and external, self-directed and structured components.

3.5 The trainer's need for information about trainees' overall training aims and programme should be met wherever possible.

3.6 Formal opportunities should be available for trainees and trainers to establish a shared understanding of training goals and on- and off-job integration.

UNIVERSITY OF SURREY

DEPARTMENT OF EDUCATIONAL STUDIES

THE INCOMPANY TRAINER OF YOUNG PEOPLE IN THE UNITED KINGDOM

SUMMARY

Project Co-ordinator: Dr Karen Evans

Research Officers: Veda Dovaston, Diana Holland

Contributors: Alan Brown, Dr John Fisher, Ian Haffenden

This study was part of a European Community-wide programme sponsored by CEDEFOP - the European Centre for the Development of Vocational Training - and implemented by research organisations in six Member States.

The research was conducted within the United Kingdom by a team from the Department of Educational Studies at the University of Surrey.

Other participating Member States were: France, West Germany, Greece, Ireland and Italy.

The study was designed to explore the roles, skills, and current training provision for the company-based trainers and supervisors of young people, focusing particularly on medium sized companies.

Increasingly, young people's training programmes include both on-job and off-job components, making programme design, balance and coordination more complex, and bringing increased responsibility for work-based and in-company trainers. The research explores some of the issues and presents ideas for change.

RESEARCH APPROACH

The research involved:

- the collection of published or available materials relating to trainer training

- interviews with trainers in nine Accredited Training Centres

- structured interviews in 25 companies, selected on the basis of:

    - involvement in youth training
    - regional location (national distribution)
    - size (100-900 employees)
    - industrial sector (electrical and electronic; hotel and catering; print; retail)

A simultaneous study also contributed to the research; this included a national survey of trainers and Accredited Training coordinators whose training activities involved distance learning.

The characteristics of in-company training are often determined by its context. `What is happening in the company overall?' is a question which may need to be asked before particular training questions can be addressed.

In-company training often takes place informally, may be integrated with other activities, may even be an unconscious process, and trainers themselves may not always make clear distinctions between what is and what is not a training activity.

The study has focused closely on the roles of in-company staff in an attempt to isolate some of the main training tasks and activities, recognising that `real life' professional activities are at the centre of much work-related training. While many trainers in-company will have exclusively training responsibilities, many others will not have, primarily, a training role, but may nonetheless have substantial training responsibilities.

In all cases, the research has tried to disentangle the tasks from the roles, and ultimately tried to identify those skills which seem to be central to the in-company training context.

THE CONTEXT OF COMPANY TRAINING

Training for Young People

Since its introduction in 1983, many UK companies operate the national Youth Training Scheme (YTS), some doing so alongside own-company traineeships, some offering all training places for 16-18 year olds within the YTS framework.

Companies can choose to coordinate a Youth Training Scheme themselves (in which case the trainees might gain their work-based experience either in the company or on placement elsewhere) or to offer placements to other coordinating agencies. All Schemes operate within a nationally agreed and funded framework which guarantees some work-based and some off-job training for 16, 17 and 18 year olds either in or out of employmemt.

Some companies continue to operate outside YTS, running their own or own-industry agreed traineeships for young people within employment; others offer training post-18 outside YTS where the two year programme forms the initial part of a longer traineeship.

Training for Trainers

Training for the trainers of young people is undertaken and accredited in the UK by a wide range of organisations and training agencies, sometimes reflecting the aims of specific training programmes for young people. In particular, the Accredited Training Centre network was set up in 1983 to provide - on a voluntary basis - training for YTS trainers in all contexts. Industry bodies, local trade groups and private organisations also provide external training, with some companies or company groups (especially larger ones) running their own schemes.

FINDINGS AND CONCLUSIONS

Trainers' Roles, Tasks and Responsibilities

1. managers of training have overall responsibility for training either at company or single programme level. They may have a full or part time involvement in training.

2. supervisory trainers are often departmental or other managers, and have responsibility for programme design and implementation within their sphere of work, usually for on-job training. They are always part time trainers.

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- In companies where the union presence was less established, for example in hotel and catering, however, the research revealed a reluctance to involve the union in training.

- However, it should be stated that the majority of companies covered by the research were non-union.

RECOMMENDATIONS

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1.1 The role of `training for training' requires greater national co-ordination and recognition, with appropriate links between providing and accrediting bodies.

1.2 As the specific role of training for the incompany trainers of young people has national significance as investment in the future labour force, the particular requirements of this training need to be given greater attention by national and sector training bodies.

2. The Provision of Training

2.1 The importance of company commitment to training, and the current competing pressures on companies emphasise the necessity for external incentives, guidance, advice and resourcing.

2.2 The Accredited Training Centre network has an important role to play in the provision of training for trainers of young people. Accredited centres should be adequately resourced to meet the wide-ranging needs of the different types of trainer identified by the research.

2.3 The significance of the `worker trainer' in providing on-the-job training for young people needs greater recognition in the development of training provision. Practical and relevant means of providing training for these trainers need to be drawn up.

2.4 The roles to be played by all social partners within industry in the development of the provision of training need to be recognised . In particular a positive role can be played by trade unions officials and representatives in contributing to the continuing monitoring of training provided.

2.5 Courses, programmes and trainer development events should have relevant accreditation, where appropriate.

3. Curriculum Development

3.1 The importance of `instructional'/`teaching methods' content within courses aimed at training incompany trainers of young people needs greater emphasis, both within current provision, and in developing provision, to ensure that course content is not dominated by `communication and motivation' skills and `supervisory and managerial' training.

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3.3 The trainer's responsibility for liaising with outside organisations and other out-of-company trainers needs to be acknowledged, and included as an element ofthe training curriculum.

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3.5 The trainer's need for information about trainees' overall training aims and programme should be met wherever possible.

3.6 Formal opportunities should be available for trainees and trainers to establish a shared understanding of training goals and on- and off-job integration.

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APPENDICES

Appendix 1 Companies and Accredited Training Centres Cooperating in the Research

Companies:

- Bundenburg Gauge
- Capper and Co
- Cass Electronics
- Clements
- David Morgan
- Dutton Printers
- Excelsior Hotel
- Gamley's
- The Grosvenor House Hotel
- John Howitt Group
- Kelco
- Liberty
- Lucas Girling
- Malcolm Campbell
- Mars Electronics
- Monotype
- Nevins
- North Wales Newspapers
- Roxburghe Hotel
- Sheraton Hotel
- Siliconix
- S J Dixon and Son
- W. Eaden Lilley and Co
- Weir Electronics
- The Westbury Hotel

Accredited Training Centres:

- Avon
- Glasgow City
- Lancashire
- Leeds and North Yorkshire
- London East
- Merseyside Outer
- Nottinghamshire
- Southern Counties
- Wakefield

1/2

Appendix 2 INTERVIEW SCHEDULE FOR TRAINING MANAGERS

Name and Address of Company:
Name and Job Title of Training Manager:

Background Information

Type of industry
Type of training undertaken
Size of company:
- total no. of employees
- total no. of trainees (16-25)
- total no. of trainers

Trainers

1. Job titles of trainers (include numbers in each category)
   1.
   2.
   3.
   4.

2. Training roles and duties
   1.
   2.
   3.
   4.

3. Approximate level of training time per week (specify role)
   - Contact hours
   - Related acts eg design

4. Sex — Supervisors — Other Trainers

   Age range
   Background of trainers
   - qualificaations)
   - experience)
   (as skilled workers/as trainers/supervisors)

Recruitment

5. Are there company policies on trainer recruitment? Written or informal?

6. Who recruits trainers? Writes job descriptions? Do you have any examples of job descriptions which we could have?

7. What criteria are used for
(a) supervisors (b) other trainers

- length or type of experience
- qualifications
- skills
- qualities

8. How do (i)pay and conditions (ii)career development expectations and opportunities compare with those of other skilled workers:

Supervisors Other Trainers

9. What training/staff development opportunities are there?

- induction - for supervisors
- technical - for other trainers
- continuing/updating
- other

What specific forms do they have (eg pedagogical/ technical/design)

Where does training take place? Duration? (eg open learning, in-company, college, external agency)

Who is the provider? (eg ATC staff, college, external consulant, in-company staff)

How is the provider chosen?
Is training voluntary?
Is training accredited?
Is training in work time?

10. In your opinion, has training been
a) effective b) cost effective?

- induction - for supervisors
- technical - for other trainers
- continuing/updating
- other

What did you expect it to achieve?
Can you think of any ways in which it could be improved?

11. Have any types or combinations of training been particularly effective (ATC/external/in-house)?

Why?

Characteristics of Trainers

12. What do you think are the competences needed by trainers of young people? (Essential/Desirable)

    - Supervisor
    - Other trainers (specify)

13. Which do you think are the most important qualities or experience that a trainer of young people can have? (List in order of importance)

    (a) practical experience in the area the trainer is to provide training in?
    (b) technical expertise/qualifications?
    (c) the ability to relate to young people?
    (d) experience as a teacher/trainer?
    (e) general understanding of company/world of work?

14. How are training needs of trainers/supervisors identified?
    By whom?

15. Do you have any plans to change your training/staff development provision for trainers in the near future? Why and how?

Appendix 3 INTERVIEW SCHEDULE - TRAINERS

Background Information
Name and address of company
Type of industry:

Name and job title of trainer:
No. of years in company:
Sex:
Age:

Type of training undertaken:
No. of years as a trainer:
No. of employees for whom responsible:
No. of trainees for whom responsible:

Educational qualifications (school/post-school):
Vocational experience and qualifications:
Experience/qualifications as a trainer (include dates)

Training Responsibilities

1. What are your training duties and responsibilities?
2. Do you work with other trainers in-company?
   - sharing responsibility for the same trainees?
   - doing similar training but with different trainees?

Training Received

3. What training have you received since taking up your training role? (In this company/elsewhere)

   - induction
   - continuing/updating
   - specialist
   - other

4. Where did the training take place?

   - open learning
   - FE college
   - external consultants
   - training agency
   - a combination

5. Who provides the training?

   - ATC staff
   - FE staff
   - external consultant
   - a combination

6. Is training:

   - accredited?
   - in or out of work time?
   - voluntary or compulsory

7. Who decided on your training programme? Did you ask for training?

8. Has the training you have received been:

   - effective?
   - useful?

   How could it be improved?
   Has it contributed to your career development?

9. Which aspects of your job as a trainer has it covered?

   Are there aspects of your job as a trainer for which you need more training?

10. If you could go on two training courses, which wuld you go on?

11. What do you expect to gain from training in the future? Do you have any immediate training plans?

12. How do you expect your career to develop in the future

    - as a skilled worker
    - as a trainer

Characteristics of a Trainer

13. If someone was applying for a job like yours, what would you tell them they needed to know to do a good job?

14. What do you think are the most important qualities that a trainer of young people can have? List in order of importance:

    (a) practical experience in the area of training

    (b) technical expertise/qualifications

    (c) the ability to relate to young people

    (d) experience as a teacher/trainer

    (e) general understanding of company/world of work

Appendix 4 INTERVIEW SCHEDULE - TRAINERS

Background Information
Name of trainee Age Sex
Number of months/years of completed training
No. of employees
Type of Industry
Skills involved
Type of Scheme (YTS/full or part-time)
No. of trainees on Scheme

1. Describe your training programme
   What job does your training enable you to do?

2. How much of your training takes place in the company?

3. Who trains you in the company?

   - one person
   - more than one person

4. Who would you go to if you didn't know how to do something?

5. Who would you go to for advice about your training or about work?

6. Who would you go to if you had a problem?

7. Think of the trainer or supervisor at work whom you have gained most from. What do you think makes him/her a good trainer trainer from your point of view?

8. Can you think of any ways in which your training could have been made easier?

Appendix 5 INTERVIEW SCHEDULE FOR TRADE UNION REPRESENTATIVES

Workplace Representative:
Senior Shop Steward/Staff Representative Convenor:
Name and Adress of Company Union Office:
Name of Union Representative:
Position:
Union:

1. Have you been involved in negotiations on training? What were the issues?

2. What kinds of grievances do trainers of young people have?

   - Supervisors - Other Trainers

3. What role do you think training can play in improving industrial relations?

4. What is the union's policy on training:-

   - for all workers?
   - specifically for young people?

   Do you have an Agreement with the employer on training?

5. Do you feel satisfied with the level of training provided for young people? And for trainers of young people?

   - How could it be provided?

6. What do you see as the competences needed by a trainer? (Essential/Desirable)

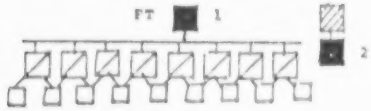
   - Supervisors - Other Trainers

7. What steps need to be taken in the workplace to improve training?

8. Are you involved in recruitment of trainers, or trainees?

9. Do you (or your shop stewards/staff representatives) train young people as part of the trade union role?

PRINTING AND PUBLISHING



Responsibilities

1 ■ Overview training programmes in area. Liaison with off-job providers. Induction.

▨ Manage acquisition of skills in line with company and industry requirements.

□ To assist in day-to-day skill acquisition

▨ Overview of departmental training programmes. Supervision of full-time trainer. Induction.

2 ■ On-job training. Induction.

Training

1 ■ In industry and external courses

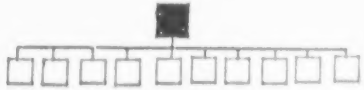
▨ In industry and some external

□ In industry and some external

▨ As Manager. Internal courses as trainer

2 ■ External courses as trainer

RETAIL



Responsibilities

■ Overview of training programmes. Liaison providers. In-store courses and inductions.

□ On-the-job training and supervision

Training

■ None directly. Degree and in-store 'management trainee' graduate.

□ Some in-store 'management trainee' graduates. Off-site open-learning style retail management course (part college-based).

Responsibilities (HO)

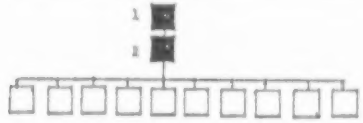
▨ Supervision of trainees and on-job trainers in department

□ On-job training

Training

▨ External courses - management focussed and other professional qualifications

□ Courses - specialist and supervisory - and professional qualifications



Head Office & Stores

Responsibilities

1 ■ Overview of training programmes for managers & permanent staff. Off-job training in company

2 ■ Management of YTS programme (Co - MA) and off-job training YTS trainees

□ Day-to-day supervision of on-job trainees

Training

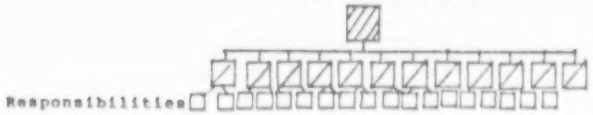
1 ■ In personnel within industry

2 ■ In personnel within company

□ In-company courses

APPENDIX 6 THE ORGANISATION OF TRAINING - A SELECTION OF COMPANIES

HOTEL AND CATERING



Responsibilities

Part time TM

Overall responsibility for training
Running internal courses at all levels

Constant on-the-job responsibility, inc. day-to-day decisions about content of plan

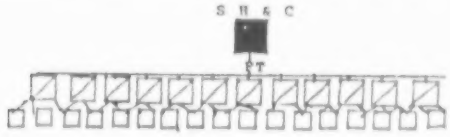
On-the-job training and supervision

Training

As hotel manager and in personnel

Some HCTB training as trainers Numerous in-house courses

In-house courses and industry specific



Responsibilities

Full-time Training Manager

Overall responsibility for training
Training Man. Int. courses. Active training of trainers

Managing on-the-job training. Completing individual trainee 'profiles'. Some contributing to internal courses.

On-the-job training and supervision

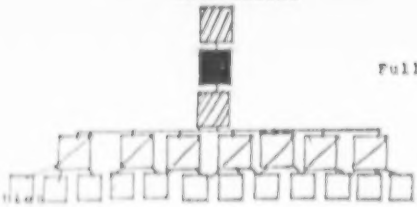
Training

FT As trainer of trainers HCTB. In hotel management

Internal trainer of training courses. Internal and external courses in hotel management.

Industry specific and Sheraton-specific courses

ENGINEERING



Full Time

Responsibilities

In both cases, overall supervision and management of training

F/T Co-ordinating training board requirements and rotation of trainers between departments. Off-job training trainers.

Within department management of training

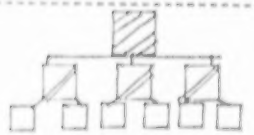
On-the-job training

Training

F/T Training Board 'Training of Trainers' course. Industry-training to level of trainees

Supervisory Management for Foremen-courses. Industrial training to level of trainees

In skills for which delivering on-job training



Responsibilities

Overall responsibility for training

Devising within-department training programmes for TB approval. Maintaining training manuals. Supervising trainee programme

On-the-job within department, often project-based

Training

Personnel management

Short induction, external courses. Industry-spec. training to level of trainee or beyond

Industry-specific, in skills for which delivering on-job training

Appendix 7 Training for young people in the Companies - summary

REGION	INDUSTRY	NO. TRAINEES: EMPLOYEES	Y.T.S ✓	OTHER TRAINING
S.E	Eng (elec)	7:800	✓	Apprenticeships
S.E	Eng(elec)	5:170		B.T.E.C
S.E	Eng(elec)	25-30:570	✓	Apprenticeships B.T.E.C
S.Wales	Eng(elec)	3:227	✓(as first part of Apprenticeships)	
N.W	Eng	15:380	✓(as first part of Apprenticeships)	
N.W	Eng	7:452	✓(placements)	Apprenticeships
N.W	Eng	14:230	✓(as first part of Apprenticeships)	
S.E	Hotel & Catering	9:252		Management Industrial Release
S.E	Hotel & Catering	21:350	✓	Management Apprenticeships Work Experience
S.E	Hotel & Catering	14:750	✓	Management Industrial Release 'Challenge'
Scotland	Hotel & Catering		✓(placements)	Management Degree Course placements
Scotland	Hotel & Catering	8:120	✓(placements)	Management
N.W	Print	4:151	✓(placements - clerical)	B.P.I.F/N.G.A 2 year traineeships
N.Wales	Print	45:344		N.J.C.T traineeships Own company traineeships
S.E	Print	27:200	✓(as first part of Apprenticeships)	
E.Mid	Print	2:300		Apprenticeships
Mid	Petail	30:275	✓(placements)	Own Company traineeships
Scotland	Retail	38:	✓	Own company traineeships
S.Wales	Retail	13:400	✓(placements)	Management
S.Wales	Retail	7:260		Management Own company traineeships
N.W	Retail	20:250		Own company traineeships
S.E	Retail	6:600		Management
S.E	Retail	6:200-400 (seasonal)	✓	

REGION	INDUSTRY	NO.TRAINEES: EMPLOYEES	Y.T.S ✓	
S.E	Retail	23:300-350	✓	B.T.E.C Degree course placements
E.Mid	Retail	25-30:305		Management (H.N.C) B.T.E.C

Appendix 8 Training for trainers in the companies - summary of FORMAL TRAINING IN TRAINING ROLE

	Managers of Training	Supervisory Trainers	'Worker' Trainers
ENGINEERING (ELECTRONIC)	Personnel Manager	Technical Heads of Department	Project Trainers within Departments
	Male	All male (3 in this company - 30's)	Mostly male
		None specifically. At least one some management training through open learning which had resulted in changes in training management practice.	
ENGINEERING	Personnel Manager	Departmental and Technical Specialism Managers	Departmental supervisors and Foremen
	Male	Male (mostly 40+)	Male (mostly 30+)
			Craftsmen (male)

Formerly all types of trainers had received training in management within own group training which included training for training. Most currently employed supervisory trainers and worker trainers had received this type of training, though the courses had now been replaced by an own group open learning scheme, which included management but not training materials.

	Managers of Training	Supervisory Trainers	'Worker' Trainers
ENGINEERING	(1) Director (2) Works Manager (3) Apprentices Training Officer	Departmental Supervisor	Foremen Craftsmen
	all male (2) and (3) nearing retirement	All male	All male
	---	---	---
	(3) training course on apprentice training management some years ago	Through industry and Group Training Association supervisory and Foreman's training At least some training in management through external H.E	Through industry and Group Training Association supervisory and Foreman's training
ENGINEERING	Personnel Manager male	Departmental managers	Other interested staff male and female
		---	
		None specifically. At least one some management and 'training' training through former employer	

	Managers of Training	Supervisory Trainers	'Worker' Trainers
ENGINEERING	Regional Manager Male, mid-40's	2 Group Leaders 1 Male and 1 female 35-40	All other staff Mostly male, mostly over 35
	No	No	No
ENGINEERING	Training Manager Training coordinator	Apprenticeship Assignment Managers	Production associates
	Female	7 Male 1 female	Male and female
			--- own group 'trainer skills modules' and follow-up.

	Managers of Training	Supervisory Trainers	'Worker' Trainers
ENGINEERING	1 Personnel Manager 1 Training Officer 1 Production Engineer	Managers Supervisors	All other staff
	2 female 1 male 2:45-50 1:23	Mainly male 35+	Mainly female All ages
	Yes, City and Guilds - Instructional Techniques E.I.T.B Courses		
HOTEL	Assistant Personnel & Training Manager	Heads of Department Assistant Heads of Dept	All other staff
	Male 35	Mostly male 23-60	Male and female, all ages
	H.C.I.T.B/Incmpany Training to train trainers	H.C.I.T.B/Incompany Training to plan, assess and carry out off-the-job training	
HOTEL	Duty Manager	Departmental Supervisors	All other staff
	Female, 35	Male and female, 18-45	Male and female, all ages
	H.C.I.T.B/Incompany Training to plan, assess training needs Personnel training	H.C.I.T.B/Incompany Training to plan, assess and carry out on and off-the-job training Incompany 'Motivation'	

	Managers of Training	Supervisory Trainers	'Worker' Trainers
HOTEL	1 Personnel and 1 Training Manager/ Training Officer	Heads of Department	Other interested members of staff
	1 Male and 1 female, Mid-30's	Male and female, All ages	Male and female, All ages
	---	---	---
	H.C.I.T.B/Incompany Training to train trainers/Assess and plan training Personnel Training	H.C.I.T.B/Incompany Training in planning, assessing and carrying out on and off- the-job training	H.C.I.T.B/Incompany Training in on-the-job training
HOTEL	Personnel Manager	Departmental heads and supervisors	None or only informally
	Male, 31	Male and female <30	
	---	---	
	'Trainer of trainers' accredited course H.C.I.T.B/Incompany Training	'Training' and 'Management' courses (one 'training' course accredited), all run by personnel manager. Some departmental heads also trained to do off-the-job training	
HOTEL	Personnel Manager	Departmental heads and supervisors	Others informally
	Female, 23	Male and female, all ages	

		'Training of trainers' accredited course (H.C.I.T.B)	

	Managers of Training	Supervisory Trainers	'Worker' Trainers
PRINT	(1)Personnel Manager	Departmental and Technical Heads	Departmental Managers and experienced craft workers
	Male	Mostly male	Mostly male
	(2)Trade Union Officer		
	Male		
	---		---
	(2)Industrial Society 'Trainer of trainers' course		Two worker trainers plus trade union officer on Industrial Society course.
PRINT	(1) Training Manager (Most departments)	Departmental Managers (Most departments)	None or only informally
	Male	Male and female, all ages	
	(2) Manager (one department)	Departmental trainer (full-time one department)	
	Female	Female	
	---	---	
	(2)'Trainer of trainers' course with former employer	Departmental trainer 'Training for training' accredited course (industry body)	

	Managers of Training	Supervisory Trainers	'Worker' Trainers
PRINT	Training Officer (Full-T) Assistant Training Officer (Part-T)		
	male, mid-40's to mid-50's	Male, mostly 40+	Male mostly over 40
			No (but planned in conjunction with E.I.T.B)
	Part-time Instructors Certificate - Training Assistant, E.I.T.B Instructors Certificate City and Guilds 924	E.I.T.B one-day on coaching young people	
PRINT	1 Manager 1 'Overseer'	All other staff	All other staff
	Male, 58 and 68	Male, mostly over 40	Male, mostly over 40
	No	No	No
	'Training is seen to be many years experience in the industry'		
RETAIL AND DISTRIBUTION	1 Training Manager 3 Training Officers 1 Male 3 Female Mid 30's	Supervisors	All other staff
	Graduate/'A' level entry, Incompany Training, Polytechnic of Central London, Guardian Business School, Industrial Society : Instructional Skills, Discipline	Incompany 1:1 Training Skills Course Leadership and Motivation Some also attend Industrial Society	

	Managers of Training	Supervisory Trainers	'Worker' Trainers
RETAIL AND DISTRIBUTION	General Manager Sales Manager	Branch Managers Supervisors	All other Staff
	Male, 'nearing retirement'	Nearly all female, 40's	Mostly female, mixed ages
	Through the D.I.T.B ('when it existed') Instructional Skills courses, Training Assessment and planning, Induction, Now more difficult - use D.I.T.B ex-instructors free-lance	Same as for Managers of Training	
RETAIL AND DISTRIBUTION	(1) Personnel Director (2) Training Officers	Buyers/Under-Buyers	Supervisors
	Female (1) 45-50 (2) 25-27	Slightly more female 23-56	Slightly more female 23-56
	Guardian Business School, Drapers Chamber of Commerce, A.T.C - Managing Y.T.S, Assessment and Discipline Training Methods Training Young People Communication	Management Training, Supervisory Training, Training Young People	Management Training Supervisory Training Training Young People

	Managers of Training	Supervisory Trainers	'Worker' Trainers
RETAIL AND DISTRIBUTION	Personnel Manager Training Officer	Assistant Department Managers	All other staff
	Female, 25, 40	Mostly female under 30/Male workers 30/40+	Mostly young female (depends on the Department)
	Used to do D.I.T.B Instructional Skills, Still use H.C.I.T.B Training Skills, Guardian Business School, Institute of Personnel Management - Managerial and Motivational Skills, Quality Circles, Communication City and Guilds - Vocational Teacher Training	Used to do D.I.T.B Instructional Skills. Incompany supervisory Skills Course	
RETAIL	Departmental Managers	Other interested staff	
	Male and female	Male and female	
	All ages		
	Courses in some cases - at least one 'training for training' within a management course	Courses in some cases at least one within a supervisory management course	

	Managers of Training	Supervisory Trainers	'Worker' Trainers
RETAIL	Group Accountant Male	Departmental supervisors Branch Managers --- Courses, activities in some cases within supervisory or management training	Other interested staff
RETAIL	Training Manager Female Deputy Training Manager Female	Departmental and area managers --- Courses, activities in supervisory or management training	Branch Managers Other staff --- Courses, activities in supervisory or management training
RETAIL	Training Manager Female	Departmental supervisors Male and female 30-50 --- Courses, activities in supervisory or management training	Other supervisory staff --- Courses, activities in supervisory or management training

	Managers of Training	Supervisory Trainers	'Worker' Trainers
RETAIL	Director Male	Branch Managers	
		Departmental supervisors Male and female	
	Area Managers Male		

		Courses, activities in supervisory or management training	

Competence of adult staff in YTS
Code of Practice for Approved Training Organisations

Delivering high quality training to young people is essentially dependent on the competence of adult staff who instruct, assess and counsel trainees. YTS involves many adults performing different roles in various settings and it is particularly vital, for a successful scheme, that those adults are competent to perform their roles. For this reason, in awarding the status of Approved Training Organisation to providers of YTS, the MSC will want to be satisfied that the organisation has clear policies and practices covering the selection, briefing, support and development of adult staff.

This Code of Practice sets out the main features that the MSC would expect to see in an organisation which was seriously concerned with the competence of adult staff involved with its training programme.

Identification of roles

Adults involved in programmes perform various roles; these will differ from organisation to organisation, but commonly include the following:

- off-the-job instructor/tutor;
- work experience supervisor;
- person responsible for assessing trainees' progress;
- person responsible for guidance and review of trainees;
- co-ordinator responsible for arranging and reviewing work experience;
- scheme manager/training officer.

In many cases one person performs more than one role. Training organisations should be clear on the roles that individual adults are expected to perform with respect to the training of young people. In making a training proposal to the MSC, organisations will be asked to identify the key adults involved in their scheme, and supply job descriptions and organisation charts in support of their application.

Competences associated with roles

The successful fulfilment of a given role requires certain competences. Training organisations should identify these competences. Although particular competences will vary, some examples are given below.

Off-the-Job instructors/tutors should possess:

- good knowledge of the principles of YTS;
- direct trainer skills including programme design, preparation, interacting with trainees, assessing the immediate results of training;
- knowledge, skill and competence in relevant occupational area(s);
- ability to match off-the-job learning with trainees' work experience.

Work experience supervisors should be:

- knowledgeable about the main principles of YTS;
- interested in young people and sensitive to their points of view;
- capable of instructing and assessing young people on an individual basis;
- able to safeguard the health and safety of trainees in the immediate workplace;
- capable of providing learning opportunities for trainees in the workplace;
- knowledgeable about skill and competence in relevant occupational area(s).

People responsible for assessment should be:

- capable of applying standards of assessment about trainee performance;
- able to use the scheme's system for recording trainee achievements.

People responsible for guidance and review should be:

- able to interact well with trainees on an individual basis, and elicit their views and opinions;
- able to draw on other advisory agencies and sources of information/assistance for young people;
- able to monitor the value of training.

Co-ordinators responsible for arranging work experience should have:

- a good overall appreciation of their scheme;
- direct trainer skills;
- competence to coach work experience supervisors in assessment, instructing and learning techniques;
- knowledge about health and safety requirements;
- knowledge about equal opportunities matters, and an ability to spot problems and opportunities for improvement.
- negotiating skills;
- ability to co-ordinate providers of various components of the programme;
- ability to advise on the creation of learning opportunities in the workplace;
- ability to assess the suitability of work experience placements to meet training needs.

Scheme managers/training officers should be:

- highly knowledgeable about the principles of YTS in general and their application in the relevant occupation or sector;
- competent in programme design;
- capable of managing a team of staff, including identifying their training needs;
- capable of designing and introducing workable systems (eg. of assessment records);
- capable of conducting effective programme review and innovation;
- capable of co-ordinating the providers of various components of the programme;
- knowledgeable about appropriate employment legislation;
- competent in exercising financial management and administrative control of the scheme.

Selection of adult staff

Training organisations will have methods of ensuring that adults participating in the training programme either have the competences associated with their roles or – given further development – are capable of acquiring those competences.

Briefing of adult staff

Training organisations will have arrangements to ensure that adults involved in their programmes are properly briefed, both initially and on a continuing basis:

- about the central purposes and outcomes of YTS;
- about the particular objectives and arrangements for the programme they are participating in;
- about the individual trainees that they deal with;
- about important related issues, such as ensuring equality of opportunity.

In order to achieve this, training organisations can be expected to make full use of suitable MSC publications and other nationally produced material. But they will also have methods of communicating scheme-specific information, not only through written material but also through oral communication, workshops etc.

Training of adult staff

Training organisations can be expected to have a positive policy for identifying training needs related to the competences identified, and for meeting them. This is likely to include:

- methods of appraising the performance of staff against the identified competences;
- a programme of training and development for key staff employed by the organisation itself to meet identified needs;
- encouragement and support for the training of those adults involved in the training programme who are not directly employed by the training organisation.

Training organisations will be aware of the range of courses, training events and open learning materials offered by local Accredited Centres and can be expected to make use of those, unless they have made other arrangements for the training and development of adults involved in their programme. In some cases needs will be best met by integrating training requirements connected with YTS into normal in-house training arrangements for the staff concerned.

Competence of adult staff in YTS
Code of Practice for Approved Training Organisations

Delivering high quality training to young people is essentially dependent on the competence of adult staff who instruct, assess and counsel trainees. YTS involves many adults performing different roles in various settings and it is particularly vital, for a successful scheme, that those adults are competent to perform their roles. For this reason, in awarding the status of Approved Training Organisation to providers of YTS, the MSC will want to be satisfied that the organisation has clear policies and practices covering the selection, briefing, support and development of adult staff.

This Code of Practice sets out the main features that the MSC would expect to see in an organisation which was seriously concerned with the competence of adult staff involved with its training programme.

Identification of roles

Adults involved in programmes perform various roles; these will differ from organisation to organisation, but commonly include the following:

- off-the-job instructor/tutor;
- work experience supervisor;
- person responsible for assessing trainees' progress;
- person responsible for guidance and review of trainees;
- co-ordinator responsible for arranging and reviewing work experience;
- scheme manager/training officer.

In many cases one person performs more than one role. Training organisations should be clear on the roles that individual adults are expected to perform with respect to the training of young people. In making a training proposal to the MSC, organisations will be asked to identify the key adults involved in their scheme, and supply job descriptions and organisation charts in support of their application.

Competences associated with roles

The successful fulfilment of a given role requires certain competences. Training organisations should identify these competences. Although particular competences will vary, some examples are given below.

Off-the-job instructors/tutors should possess:

- good knowledge of the principles of YTS;
- direct trainer skills including programme design, preparation, interacting with trainees, assessing the immediate results of training;
- knowledge, skill and competence in relevant occupational area(s);
- ability to match off-the-job learning with trainees' work experience.

Work experience supervisors should be:

- knowledgeable about the main principles of YTS;
- interested in young people and sensitive to their points of view;
- capable of instructing and assessing young people on an individual basis;
- able to safeguard the health and safety of trainees in the immediate workplace;
- capable of providing learning opportunities for trainees in the workplace;
- knowledgeable about skill and competence in relevant occupational area(s).

People responsible for assessment should be:

- capable of applying standards of assessment about trainee performance;
- able to use the scheme's system for recording trainee achievements.

People responsible for guidance and review should be:

- able to interact well with trainees on an individual basis, and elicit their views and opinions;
- able to draw on other advisory agencies and sources of information/assistance for young people;
- able to monitor the value of training.

Co-ordinators responsible for arranging work experience should have:

- a good overall appreciation of their scheme;
- direct trainer skills;
- competence to coach work experience supervisors in assessment, instructing and learning techniques;
- knowledge about health and safety requirements;
- knowledge about equal opportunities matters, and an ability to spot problems and opportunities for improvement;
- negotiating skills;
- ability to co-ordinate providers of various components of the programme;
- ability to advise on the creation of learning opportunities in the workplace;
- ability to assess the suitability of work experience placements to meet training needs.

Scheme managers/training officers should be:

- highly knowledgeable about the principles of YTS in general and their application in the relevant occupation or sector;
- competent in programme design;
- capable of managing a team of staff, including identifying their training needs;
- capable of designing and introducing workable systems (eg. of assessment records);
- capable of conducting effective programme review and innovation;
- capable of co-ordinating the providers of various components of the programme;
- knowledgeable about appropriate employment legislation;
- competent in exercising financial management and administrative control of the scheme.

Selection of adult staff

Training organisations will have methods of ensuring that adults participating in the training programme either have the competences associated with their roles or – given further development – are capable of acquiring those competences.

Briefing of adult staff

Training organisations will have arrangements to ensure that adults involved in their programmes are properly briefed, both initially and on a continuing basis:

- about the central purposes and outcomes of YTS;
- about the particular objectives and arrangements for the programme they are participating in;
- about the individual trainees that they deal with;
- about important related issues, such as ensuring equality of opportunity.

In order to achieve this, training organisations can be expected to make full use of suitable MSC publications and other nationally produced material. But they will also have methods of communicating scheme-specific information, not only through written material but also through oral communication, workshops etc.

Training of adult staff

Training organisations can be expected to have a positive policy for identifying training needs related to the competences identified, and for meeting them. This is likely to include:

- methods of appraising the performance of staff against the identified competences;
- a programme of training and development for key staff employed by the organisation itself to meet identified needs;
- encouragement and support for the training of those adults involved in the training programme who are not directly employed by the training organisation.

Training organisations will be aware of the range of courses, training events and open learning materials offered by local Accredited Centres and can be expected to make use of those, unless they have made other arrangements for the training and development of adults involved in their programme. In some cases needs will be best met by integrating training requirements connected with YTS into normal in-house training arrangements for the staff concerned.

CEDEFOP — European Centre for the Development of Vocational Training

The in-company trainer of young people in the United Kingdom

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